DOCUMENT RESUME

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TITLE	Northwest Multi-Service Educational Center.
INSTITUTION	Northwest Multi-Service Educational Center, Valparaiso, Ind.
BUREAU NO	BR-67-2793
PUB DATE	31 Aug 70
NOTE	96p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	Inservice Teacher Education; Instructional Materials; Reading Clinics; *Reading Diagnosis; Reading Difficulty; *Reading Instruction; *Regional Cooperation; *Remedial Reading; Retarded Readers; *Supplementary Educational Centers

ABSTRACT

The general objective of this Title III project was a massive attack upon reading problems in the public and nonpublic schools of Northwest Indiana. Under this project, the Northwest Indiana Elementary and Secondary School Cooperative was formed among 32 public school corporations. Disabled readers of normal intelligence were identified, individual pupil reading difficulties were diagnosed, and a treatment prescription was given to his teacher. Instructional materials were also developed to assist the teacher with instruction. An intense inservice reading program was conducted with 8,906 teacher participants. In addition, 106 teachers have taken undergraduate course work in reading, and 30 of these have completed the clinical practicum course and are serving as reading clinicians with the Northwest Educational Center. From pretest and post-test comparison, it was found that successful intervention of failure patterns was achieved in 80 percent of the cases seen by the reading clinic. (AW)

ED 062083

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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(serving school corporations, Public and Non-Public, which affiliated with the NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE.)

Operational Grant Project OE 67-2793

Public Law 89-10, ESEA Title III

RE004 032

The work presented or reported herein was performed pursuant to Award Grants, (February 13, 1967 - August 31, 1970), from the U. S. Office of Education, Department of Health, Education and Welfare.

P R E F A C E

Many people have been involved in the planning and operation of this project. Members of the Policy Board have served faithfully without additional salary.

Robert J. Brannock, Superintendent	Crown Point Community School Corp.
William R. Cheever, Superintendent	Griffith Public Schools
Ralph P. Harbison, Superintendent	Knox Community Schools
Joe Lowe, Assistant Superintendent	LaPorte Community Schools
Charles McMurtry, Superintendent	Porter County Schools, retired
G. Warren Phillips, Superintendent	Valparaiso Community Schools, retired
Oliver Rapp, Superintendent	School City of Hammond retired
Luther E. Zehr	West Central School Corporation

Classroom teachers, parents, liaison agents, principals, and others have shown unusual interest in the disabled reader. Also, Mrs. Leota Weimer, secretary, has the distinction of being the only full time employee who started with the project and continues to serve in the office.

It is with great appreciation that I acknowledge the service of each person who has helped make this project a success.

Wayne E. Swihart

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER
P.O. Box 295, Valparaiso, Indiana 46383
Dial 219 - 462-8580

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Wayne E. Swihart, Project Director

August 31, 1970

OE 4581 (11-66)

DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION
WASHINGTON D.C. 20202

BUDGET BUREAU NO. 81-R008
APPROVAL EXPIRES 8/30/68

I. ESEA TITLE III STATISTICAL DATA

Elementary and Secondary Education Act of 1965 (P.L. 89-10)

THIS SPACE FOR U.S.O.E. USE ONLY →	PROJECT NUMBER	STATE CODE	COUNTY CODE	REGION CODE	STATE ALLOTMENT

SECTION A - PROJECT INFORMATION

1. REASON FOR SUBMISSION OF THIS FORM *(Check one)*

A [ ] INITIAL APPLICATION FOR TITLE III GRANT OR RESUBMISSION

B [ ] APPLICATION FOR CONTINUATION GRANT

C [X] END OF BUDGET PERIOD REPORT

2. IN ALL CASES EXCEPT INITIAL APPLICATION, GIVE OE ASSIGNED PROJECT NUMBER

OE 67-2793

3. MAJOR DESCRIPTION OF PROJECT *(Check one only)*

A [X] INNOVATIVE C [ ] ADAPTIVE

B [ ] EXEMPLARY

4. TYPE(S) OF ACTIVITY *(Check one or more)*

A [ ] PLANNING OF PROGRAM

B [ ] PLANNING OF CONSTRUCTION

C [ ] CONDUCTING PILOT ACTIVITIES

D [X] OPERATION OF PROGRAM

E [ ] CONSTRUCTING

F [ ] REMODELING

5. PROJECT TITLE *(5 Words or Less)*

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER

6. BRIEFLY SUMMARIZE THE PURPOSE OF THE PROPOSED PROJECT AND GIVE THE ITEM NUMBER OF THE AREA OF MAJOR EMPHASIS AS LISTED IN SEC. 303, P.L. 89-10. *(See instructions)*

The Project has provided specialized personnel to assist (1) the disabled reader through diagnosis and prescriptive recommendations, and to assist (2) teachers with the improvement of reading instruction.

ITEM NUMBER Sec. 303, item 1

7. NAME OF APPLICANT *(Local Education Agency)*	8. ADDRESS *(Number, Street, City, State, Zip Code)*
Valparaiso Community Schools	405 North Campbell Street Valparaiso, Indiana 46383

9. NAME OF COUNTY	10. CONGRESSIONAL DISTRICT
Northern Lake ----------	Indiana First District
South Lake, Newton, Jasper, Pulaski, Porter, Starke, and LaPorte Counties ------	Indiana Second District

11. NAME OF PROJECT DIRECTOR	12. ADDRESS *(Number, Street, City, State, Zip Code)*	PHONE NUMBER / AREA CODE
Wayne E. Swihart	Northwest Educational Center P.O. Box 295 Valparaiso, Indiana 46383	462-8580 219

13. NAME OF PERSON AUTHORIZED TO RECEIVE GRANT *(Please type)*	14. ADDRESS *(Number, Street, City, State, Zip Code)*	PHONE NUMBER / AREA CODE
G. Warren Phillips	Valparaiso Community Schools 405 North Campbell Street Valparaiso, Indiana 46383	462-5157 219

15. POSITION OR TITLE

Superintendent of Schools

SIGNATURE OF PERSON AUTHORIZED TO RECEIVE GRANT

X G. Warren Phillips

DATE SUBMITTED

August 31, 1970

SECTION A – Continued

16. LIST THE NUMBER OF EACH CONGRESSIONAL DISTRICT SERVED	17A. TOTAL NUMBER OF COUNTIES SERVED	18. LATEST AVERAGE PER PUPIL ADA EXPENDITURE OF LOCAL EDUCATION AGENCIES SERVED
Indiana First (1) Indiana Second (2)	Seven (7)	$ 620.00
	B. TOTAL NUMBER OF LEA'S SERVED: Thirty two (32)	
	C. TOTAL ESTIMATED POPULATION IN GEOGRAPHIC AREA SERVED: 850,000	

SECTION B – TITLE III BUDGET SUMMARY FOR PROJECT (Include amount from item 2c below)

1.		PREVIOUS OE GRANT NUMBER	BEGINNING DATE (Month, Year)	ENDING DATE (Month, Year)	Funds Awarded
A.	Initial Application or Resubmission		February 13, 1967	February 12, 1968	$ 360,334.00
B.	Application for First Continuation Grant	OE 67-2793	February 13, 1968	June 12, 1969	$ 238,460.00
C.	Application for Second Continuation Grant	OE 67-2793	June 13, 1969	August 31, 1970	$ 175,000.00
D.	Total Title III Funds				$ 773,794.00
E.	End of Budget Period Report	OE 67-2793	February 13, 1967	August 31, 1970	

2. *Complete the following items only if this project includes construction, acquisition, remodeling, or leasing of facilities for which Title III funds ~~are to be paid~~ were used. Leave blank if not appropriate.*

A. *Type of function (Check applicable boxes)*

1 [ ] REMODELING OF FACILITIES 2 [X] LEASING OF FACILITIES 3 [ ] ACQUISITION OF FACILITIES

4 [ ] CONSTRUCTION OF FACILITIES 5 [ ] ACQUISITION OF BUILT-IN EQUIPMENT

B. 1. TOTAL SQUARE FEET IN THE PROPOSED FACILITY	2. TOTAL SQUARE FEET IN THE FACILITY TO BE USED FOR TITLE III PROGRAMS	C. AMOUNT OF TITLE III FUNDS REQUESTED FOR FACILITY
- - - - - - - - -	- - - - - - - - - - - - -	$ - - - - - - - - -

SECTION C – SCHOOL ENROLLMENT, PROJECT PARTICIPATION DATA AND STAFF MEMBERS ENGAGED

1. *Estimated for September, 1970.

			PRE-KINDERGARTEN	KINDERGARTEN	GRADES 1-6	GRADES 7-12	ADULT	OTHER	TOTALS	STAFF MEMBERS ENGAGED IN IN-SERVICE TRAINING FOR PROJECT
* A	School Enrollment in Geographic Area Served	(1) Public	- - -	18,000	110,000	94,000	3,000	1,500	226,500	
		(2) Non-public	- - -	0	10,000	9,000	0	0	19,000	
B	Persons Served by Project	(1) Public	- - -	3,000	88,000	14,000	0	0	105,000	
		(2) Non-public	- - -	0	8,000	1,000	0	0	9,000	
		(3) Not Enrolled	- - -	- -	- -	- -	- -	- -	- -	
C	Additional Persons Needing Service	(1) Public	- - -	0	22,000	80,000	0	0	102,000	
		(2) Non-public	- - -	0	2,000	8,000	0	0	10,000	
		(3) Not Enrolled	- - -	- -	- -	- -	- -	- -	- -	

2. TOTAL NUMBER OF PARTICIPANTS BY RACE (Applicable to figures given in item 1B above)	WHITE	NEGRO	AMERICAN INDIAN	OTHER NON-WHITE	TOTAL
	72,000	40,000	0	2,000	114,000

SECTION C - continued

3. RURAL/URBAN DISTRIBUTION OF PARTICIPANTS SERVED OR TO BE SERVED BY PROJECT

PARTICIPANTS	RURAL		METROPOLITAN AREA		
	FARM	NON-FARM	CENTRAL-CITY	NON-CENTRAL CITY	OTHER URBAN
PERCENT OF TOTAL NUMBER SERVED	7	8	30	25	30

SECTION D - PERSONNEL FOR ADMINISTRATION AND IMPLEMENTATION OF PROJECT

1. PERSONNEL PAID BY TITLE III FUNDS

TYPE OF PAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	0	0	0	0	5	1.6
B. TEACHER:						
(1) PRE-KINDERGARTEN	- -	- -	- -	- -	0	0.
(2) KINDERGARTEN	- -	- -	- -	- -	0	0.
(3) GRADES 1-6	- -	- -	- -	- -	0	0.
(4) GRADES 7-12	- -	- -	- -	- -	0	0.
(5) OTHER	- -	- -	- -	- -	0	0.
C. PUPIL PERSONNEL SERVICES	- -	- -	- -	- -	0	0.
D. OTHER PROFESSIONAL	- -	- -	- -	- -	116	5.3
E. ALL NON-PROFSSIONAL	- -	- -	- -	1	8	3.8

F. FOR ALL CONSULTANTS PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED 5 (2.) TOTAL CALENDAR DAYS RETAINED 30

2. PERSONNEL NOT PAID BY TITLE III FUNDS

TYPE OF UNPAID PERSONNEL	REGULAR STAFF ASSIGNED TO PROJECT			NEW STAFF HIRED FOR PROJECT		
	FULL-TIME 1	PART-TIME 2	FULL-TIME EQUIVALENT 3	FULL-TIME 4	PART-TIME 5	FULL-TIME EQUIVALENT 6
A. ADMINISTRATION/ SUPERVISION	- -	150 (Superintendent and Principals)		- -	- -	- -
B. TEACHER:						
(1) PRE-KINDERGARTEN	- -	- -	- -	- -	- -	- -
(2) KINDERGARTEN	- -	- -	- -	- -	- -	- -
(3) GRADES 1 TO 6	- -	1,894 (Teachers)		- -	- -	- -
(4) GRADES 7-12	- -	75 (Teachers)		- -	- -	- -
(5) OTHER	- -	- -	- -	- -	- -	- -
C. PUPIL PERSONNEL SERVICES	- -	- -	- -	- -	- -	- -
D. OTHER PROFESSIONAL	- -	40 (Liaison Agents)		- -	- -	- -
E. ALL NON-PROFESSIONAL	- -	- -	- -	- -	- -	- -

F. FOR ALL CONSULTANTS NOT PAID BY TITLE III FUNDS → (1.) TOTAL NUMBER RETAINED - - - - - (2.) TOTAL CALENDAR DAYS RETAINED

SECTION E - NUMBER OF PERSONS SERVED OR TO BE SERVED AND ESTIMATED COST DISTRIBUTION

	MAJOR PROGRAM OR SERVICES	TOTAL NUMBER SERVED OR TO BE SERVED						NONPUBLIC SCHOOL PUPILS INCLUDED (7)	ESTIMATED COST (8)
		PRE-K (1)	K (2)	1-6 (3)	7-12 (4)	ADULT (5)	OTHER (6)		
1.	EVALUATIVE PROGRAMS								
A	Deficiency Survey (Area Needs)								
B	Curriculum Requirements Study (Including Planning for Future Need)								
C	Resource Availability and Utilization Studies								
2.	INSTRUCTION AND/OR ENRICHMENT								
A	Arts (Music, Theater, Graphics, Etc.)								
B	Foreign Languages								
C	Language Arts (English Improvement)								
D	Remedial Reading Inservice programs Summer Workshops (Teachers)	- -	50	8,306	550	- -	- -	506	$135,000.
E	Mathematics								
F	Science								
G	Social Studies/Humanities								
H	Physical Fitness/Recreation								
I	Vocational/Industrial Arts								
J	Special-Physically Handicapped								
K	Special-Mentally Retarded								
L	Special-Disturbed (Incl. Delinquent)								
M	Special-Dropout								
N	Special-Minority Groups								
3.	INSTRUCTION ADDENDA								
A	Educational TV/Radio								
B	Audio-Visual Aids								
C	Demonstration/Learning Centers Reading Seminars (Teachers)	- -	- -	127	5	- -	- -	15	$115,000.
D	Library Facilities								
E	Material and/or Service Centers								
F	Data Processing								
4.	PERSONAL SERVICES								
A	Medical/Dental								
B	Social/Psychological Reading Clinic (Pupils)	- -	- -	1,894	75	- -	- -	250	$464,000.
5.	OTHER								

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II. ABSTRACT OF THE PROJECT

A. General Information for Project No. OE 67-2793, ESEA, Title III:

1. The General Objective of this project has been a massive attack upon the problems of reading in the Public and Non-Public schools of Northwest Indiana. The project has identified the disabled reader of normal intellectual potential. Individual pupil reading difficulties have been diagnosed and a prescription for treatment has been given to the teacher who instructs the pupil.

2. Project Implementation:

a. February, 1966, The Northwest Indiana Elementary and Secondary School Cooperative was formed among the thirty-two public school corporations.

b. February, 1967, The Norhwest Multi-Service Educational Center was established at Valparaiso to serve as the central office.

c. September, 1967, The Northwest Reading Clinic began full operation.

Year	Pupils Served
1967-68 (September 1 - August 31)	437
1968-69 (September 1 - August 31)	474
1969-70 (September 1 - August 31)	1058
TOTAL	1969

d. Teacher In-service programs were started in April, 1967. The programs listed below were designed to improve reading instruction.

Programs	Participants served
In-service program for teachers (131 sessions)	6458
Summer Reading Workshops (school personnel)	1778
Teacher Conferences	670
Reading Seminars for teachers	132
GRAND TOTAL	9038

e. September 1, 1970, The Northwest Educational Center, will continue operation as organized under the Joint Services and Supply Fund Act, 1965 (Indiana Statutes).

3. Operational Grant Awards

a. First Award $360,334.00
(February 13, 1967 - February 12, 1968)

b. Second Award (increase) 238,460.00
(February 13, 1968 - June 12, 1969 as extended)

c. Third and final Award 175,000.00
(June 13, 1969 - August 31, 1970)
ACCUMULATIVE TOTAL AWARDS $773,794.00

d. Estimated unexpended funds on August 31, 1970 ..... $60,000.00
(requests to use these funds have been made to the Indiana Department of Public Instruction and U.S. Office of Education).

B. Significant Program Achievements.

1. Cooperative effort of the Thirty-five (35) School Corporations (Public and non-public) in Northwest Indiana.

2. The development of diagnostic techniques which establishes reading expectancy and instructional reading levels of the disabled reader.

3. The identification of the disabled reader and the successful intervention of the failure pattern in 80% of the cases which were seen by the Reading Clinic. Achievement figure (80%) is based on a random sampling using pretest and posttest procedures.

4. The Staff of the Northwest Educational Center has perfected a reporting program to teachers which includes an explanation of diagnostic pupil data, a prescription for individualized pupil instruction, and the distribution of mimeographed materials.

5. Mimeographed instructional materials have been prepared to assist the teacher with instruction. These materials have been used extensively throughout Northwest Indiana schools, and are still available upon request.

6. One hundred six (106) teachers have taken graduate course work in reading and of this number, thirty (30) have completed the Clinical Practicum course. This group of thirty teachers are serving as Reading Clinicians with the Northwest Educational Center. Diagnostic service to pupils will continue on Saturday and during the summer.

7. An intense in-service reading program with 8906 participants. This program emphasized the characteristics of reading disability, trends and techniques of reading remediation, and published materials in reading.

Wayne E. Swihart, Project Director

August 31, 1970

III. NARRATIVE REPORTS

The narrative reports covers the period from February 13, 1967, the beginning of federal funding, through August 31, 1970. Alan Atha, Charles Rank, Fred Rossmanith, and Serge' Wilk have assisted in the collection and preparation of data and in writing the rough draft.

A. The Northwest Reading Clinic

1. The Diagnostic Program

The original proposal for the Reading Clinic projected its function as a Center, staffed by educational, reading, and psychological specialists, working as a team, primarily for the purpose of diagnosing reading problems. This inherently meant working individually with children in an attempt to determine the causes for their reading difficulties. The two primary objectives of the Reading Clinic were and still are seen as diagnosis and treatment. Other subordinate proposed objectives include the following: service to both elementary and secondary pupils; the exploration of techniques for treatment; the establishment of referral procedures among the schools; the establishment of a laboratory setting for the education of reading specialists, liaison agents, classroom teachers in summer reading workshops, and administrative personnel; the exploration of new methods of solving reading problems; the eventual shift in emphasis to prevention and early diagnosis; and finally, the development of an exemplary clinical-remedial reading program which would serve to stimulate interest in the incorporation of similar methods among the cooperative public and non-public schools.

The validity of these objectives and the extent to which they have been met can be determined only by taking a critical look at the modus operandi and functioning of the Clinic in the past three years.

In keeping with the desire to promote the investigation of new avenues in the diagnosis and remediation of reading difficulties, a valid attempt has been made to recruit personnel for the Reading Clinic who represent different schools of thought with respect to the teaching and remediation of reading difficulties. Instituting a team approach with personnel from varied backgrounds should not only promote scholarly and scientific investigation, but also should facilitate a multi-disciplinary approach, which is essential when dealing specifically with reading disability and with learning disabilities in general.

The Reading Clinic is a diagnostic center for children in the schools of a seven-county area. The magnitude of the problem can be seen by looking at some survey data obtained from the schools. The pupil enrollment in the area served by the Clinic is approximately 200,000. The schools report that there are 32,000 (16%) elementary and secondary pupils who are at least two years behind expectancy in reading. It is rare indeed to find a teacher with the books and knowledge to systematically and accurately determine a child's proper instructional level. From the time Clinic services were established to date, there have been a total of one thousand nine hundred sixty nine (1969) children evaluated. The number of children seen represents only about 6% of the number of children needing help in reading. Inherent in the consideration of this problem, is the tremendous need to determine the most economical, efficient and effective method of diagnosis and treatment for the individual child and the school system.

The Clinic has made some major changes in procedures over the three year period in order to find a more economic and efficient way of meeting the needs of the area served. In line with this need, the Clinic

has designed and implemented an auxiliary diagnostic-evaluation program. This program makes use of those persons trained in the Summer Reading Seminar Program. A total of 26 teachers studying for reading specialist certificates, have been involved in a Practicum course which emphasized individual diagnostic reading evaluations, remediation and report writing. These teachers are now involved in a Saturday testing program conducted and supervised by the Clinic staff. During the second year of operation, only eleven auxiliary Clinicians were adequately prepared and available for the Saturday testing program. Hence, the program was run only two Saturdays a month. By having the auxiliary Reading Clinicians write the diagnostic report and prescriptive program for each child, the active caseload of the Clinic was increased by 50%. During this program it was necessary for the Clinic Staff to spend a considerable portion of their time supervising and editing reports. It was decided that this was not the best use of these people's time and effort. Once again, some beneficial changes were made in the program.

Beginning in September of the third year, the Saturday testing program was expanded to include a full day of testing on every Saturday. This meant then, that an auxiliary Reading Clinician would evaluate two children each Saturday. A member of the Clinic Staff would supervise their work and write the diagnostic report. In addition, rather than writing a complete individual prescriptive program, the Staff member would personally visit the teacher of the referred child, explain the report and supply the teacher with appropriate materials for use with the child. Under this program, the clinic caseload is 18 per week with one less staff member than before.

Referral Procedures

The following are general guidelines for referral of children. The child should be low average or above average in mental ability. He should be one and one-half or more instructional reader levels below his assigned school grade. Also, younger pupils (CA) should be referred first, but no child is excluded because of age. The sequence of Clinic procedures and case termination is as follows (see Flow Schema on next page):

(1) The referral is initiated by the classroom teacher.

(2) All information is compiled by the teacher and liaison agent.

(3) Form 95, School Inventory, is submitted by the school.

(4) Form 82, Request for Reading Clinic Evaluation, is submitted by the liaison agent for each child referred.

(5) The Clinic schedules the corporation and works with children from only one corporation at a time.

(6) Form 94, Clinical Reading Appointment, is sent to the school listing the children who are scheduled.

(7) The parents of the children are contacted by telephone and an appointment is made.

(8) Form R-204, Confirmation of Reading Evaluation, and Form 93, Parent Confidential Inventory to Reading Clinic, are sent to the parents. At least one parent, and both if possible, is requested to bring the child to the Clinic.

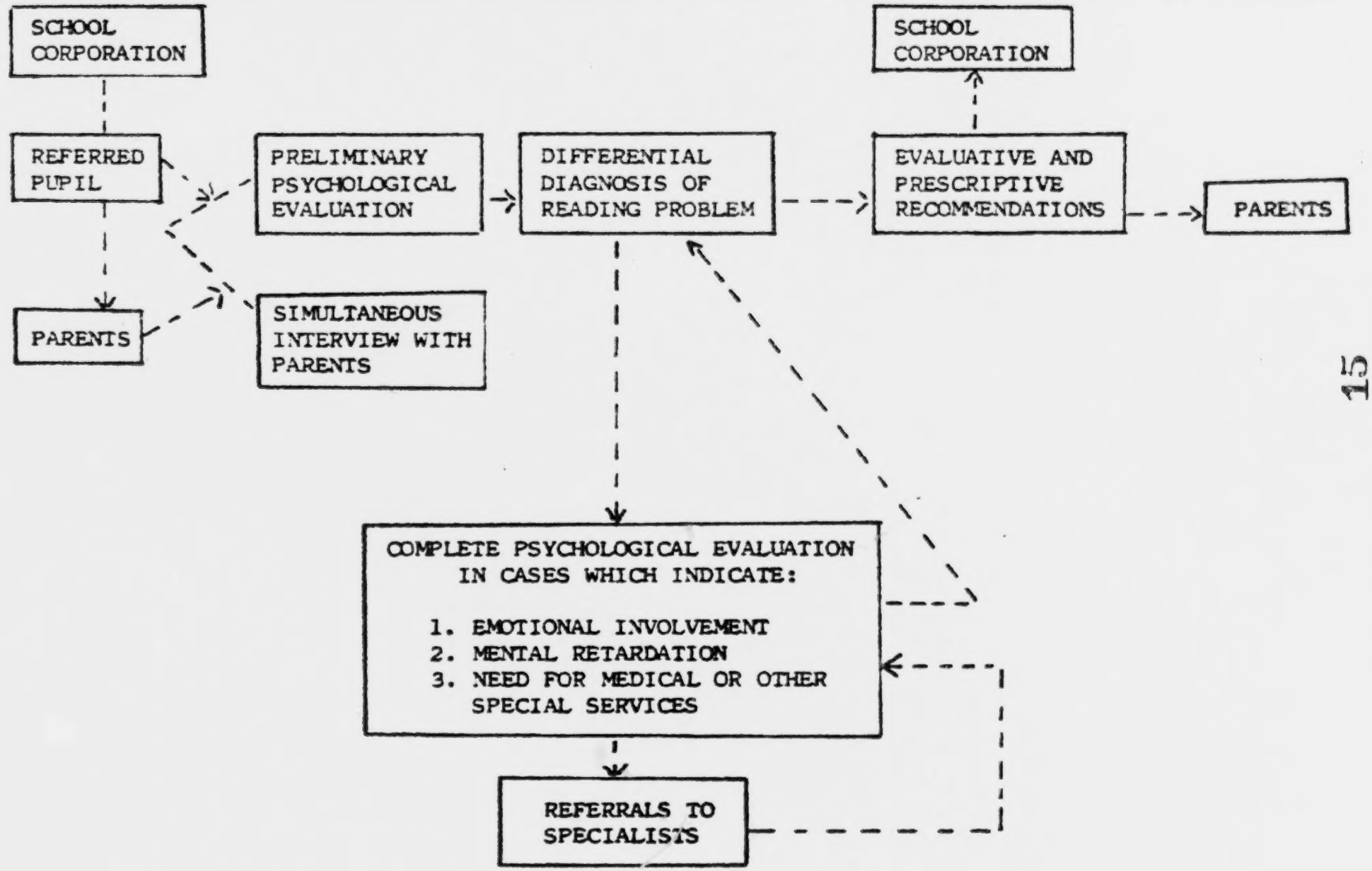
(9) When the child is brought to the clinic, he is seen by a diagnostician while the parent(s) is interviewed by the receptionist who helps the parent answer questions 1 to 31 of Form 97, Diagnostic and Case History Summary.

(10) The psychologist interviews all parents and may see the child if necessary. If other evaluation, such as further neurological or visual examination is needed, a referral is made immediately.

(11) After evaluation, the diagnostician holds a terminal interview with the parents. At this time, a general explanation of results is given.

12.

NORTHWEST READING CLINIC - - - FLOW SCHEMA



(12) The diagnostician prepares a diagnostic report for the school. The following week, a conference is held with the teacher. The report is explained and suggestions for remediation are made.

The Role Of The Liaison Agent

The purpose of establising the role of a Liaison Agent was to coordinate and define the functions and various aspects of the clinical program with the needs and existing resources of the particular school corporation the agent represents.

A list of specific objectives that have been included as the criteria for this role are as follows:

1. Liaison between school and clinic.
2. Inform schools about programs of Educational Center.
3. Inform school staff about procedure for referral.
4. Coordinate referral information.
5. Select which children should be seen at the clinic.
6. Become familiar with clinic's diagnostic procedures.
7. Work with clinic and teachers to establish a Reading Screening Program in the school.
8. Conduct the screening program.
9. Become familiar with the clinic's system of classifications of reading problems.
10. Become familiar with some of the most common remedial techniques.
11. Receive and interpret all reports from the clinic to your corporation.
12. Help the teacher to implement the recommendations in the reports.
13. Be responsible for evaluating the progress of children seen in the clinic six months after reports are received.
14. Be responsible for seeing that the child is reevaluated at the Clinic after six months if recommended program has not seemed to help.

15. Initiate requests for in-service programs.

16. Work with clinic in devising techniques for early diagnosis and intervention programs.

A series of meetings to outline the functions and role of the liaison agents were held. Improvement was noted in the referrals that followed the meetings. The corporations were more conscientious in send-children in primary grades that appeared to be working below expectancy by both grade level standards and mental ability according to standard-ized mental ability and personality evaluations were limited to those districts having full time staff in these areas. Reading evaluations continued to be taken from classroom observations and standardized achievement tests administered periodically by the corporation rather than an informal or more personalized testing battery administered by a remedial reading teacher or specialist. (The limited use of prescreening measures is usually the result of the lack of personnel available to administer the tests and the lack of training and time on the part of the Liaison Agent, rather than disinterest or neglect on the part of the corporation, since all concerned are aware of its importance and aid in developing more accurate diagnosis of the student's problems.)

One of the primary functions of the Liaison Agents is to handle all referrals from the corporation he represents. The actual selection of children is a joint responsibility among the classroom teacher, the building principal, the school psychometrist or reading specialist where-ever available, and the Liaison Agent. The criteria used in selecting children are usually daily classroom performance, data from standardized tests, and a general discussion between the teachers involved in the actual instruction of the child. Initially, the children referred to the clinic are those who have long standing academic problems, emotional problems, a history of being a classroom discipline problem or suspected

eligibility for special education. The lack of uniformity between corporations and the wide divergence of opinions as to the diagnostic help the clinic can provide individual corporations, became a major area of concern to the clinic staff, so a series of meetings was initiated in January and February, 1968, to alleviate this problem. The meetings were held at the Northwest Reading Clinic on a released time basis since many of the Liaison Agents were building principals or administrators in the elementary division of the corporations.

In summation, the role of the Liaison Agent is to coordinate the clinical procedures and functions with the needs and existing programs in reading in the corporation he represents. The effectiveness of his fulfillment of his position is directly in proportion to his background and training in educational testing and reading and the general concern of the corporation in this area. School corporations that have available funds, and existing remedial reading programs are responsive to the findings and services of the Clinic and utilize their Liaison Agent as a key member of their staff. Other corporations who have a growing awareness of their needs in reading and acceptance of Clinical services have begun to rely more on their Liaison Agent, and are beginning to make him a more responsible member of their administrative staff. In a few districts where the need for improvement of reading is subordinate to the other overall needs of the district, the Liaison Agent's responsibilities are secondary to his administrative duties in the corporation. As the clinical services expand and awareness to the benefits a corporation can derive from a combined effort between clinic, Liaison Agent, and corporation, the role of the Liaison Agent will increase in importance in the district he represents.

Pretesting of One Thousand Nine Hundred Sixty-Nine Cases

The task of the reading diagnostician is to investigate mental ability, reading achievement, and personality factors as these relate to school success, taking into consideration the teacher's observations of the pupil. Each child is given a battery of tests both standardized and informal measures. When the testing is done at the Clinic, a pair of mechanical devices, the Keystone Telebinocular for vision and the Maico Audiometer for hearing, are employed as screening instruments. Observations are made for overt neurological deficits, indications of physical problems, and psychological deviations. When deficits are noted, the staff psychologist is alerted and referrals are made to the appropriate agencies. A parental interview is considered to be an integral part of the evaluative process.

One or more of the following psychometric and diagnostic measures are used to evaluate mental ability:

1. Stanford-Binet ---------- (5-8 year olds)
2. Wechsler Intelligence Scale for Children (9-adult)
3. Peabody Picture Vocabulary Test
4. Slosson Intelligence Test
5. Leiter International Performance Scale

An in-depth diagnosis of reading difficulty included one or more of the following measures:

1. Informal Word Recognition Lists
2. Informal Reading Inventory
3. Huelsman Word Discrimination Test
4. Boyd Test Of Phonic Skills
5. Wepman Auditory Discrimination Test

The Informal Word Recognition Lists consist of representative vocabulary words appropriate for the various grade levels. They are presented to the child in isolation rather than in a contextual setting. The flash presentation determines the youngster's word identification skills. Those words which a reader perceives as whole units, recognizes instantaneously,

and verbalizes spontaneously, may be considered to be his sight vocabulary. As a student's reading matures, his stock of sight words should increase accordingly. The student's performance during the untimed surveillance of the miscues indicates the youngster's word attack skills.

The Informal Reading Inventory is a means of appraising a subject's reading levels, his strengths, and his weaknesses. The child reads, for established purposes, selections of increasing difficulty. Through observation and and evaluation of oral reading at sight, silent reading, oral rereading, and response to comprehension checks, a diagnostician analyzes the subject's current achievement in reading and his listening comprehension.

The Huelsman Discrimination Test was given to evaluate skills in the visual discrimination of words. To perceive a word successfully, an individual must use length, internal design, and external configuration properly. Each test item contains one real word and four groups of letters that are not words. The subject is instructed to select the real word from the five choices.

The Boyd Test of Phonic Skills was administered to identify the phonic elements which require reteaching and/or extension. The test is designed to render this knowledge by its construction when it utilizes nonsense words such as bem, clup, sebe, etc. containing the phonic element being tested.

The Wepman Auditory Discrimination Test was useful in identifying children in the early elementary school years who are slower than their peers in developing auditory discrimination. The test measures a child's ability to recognize the fine differences that exist between the phonemes (speech sounds) used in English speech. The youngster is asked to listen to the examiner read pairs of words and to indicate whether the words

read were the same (a single word repeated) or different (two different words). This test also indicates whether the auditory modality is strong enough to consider it profitable to attempt to remediate the deficiencies suggested by the Boyd Test of Phonic Skills.

All children seen in the Clinic were given selected mental test from the above list and the reading battery as outlined above. Often the age of the child and severity of the reading problem required additional test materials to be used. The following list of test materials were available to the diagnostician if needed:

1. Beery-Buktenica Developmental Test of Visual-Motor Integration
2. Bender-Gestalt Test of Motor Development
3. Betts Informal Reading Inventory
4. Betts Informal Word Recognition Inventory
5. Betts Reading-Study Achievement Test
6. Bond-Balow-Hoyt New Developmental Reading Test
7. Bond-Clymer-Hoyt Developmental Reading Test
8. Bond-Clymer-Hoyt Silent Reading Diagnostic Tests
9. Boyd Test of Phonetic Skills
10. California Reading Test
11. California Achievement Tests
12. Children's Apperception Test
13. Children's Personality Questionnaire (CPQ)
14. Chicago Test of Visual Discrimination
15. Clymer-Barrett Pre-reading Battery
16. Daniels Informal Word Recognition Lists
17. Detroit Test of Learning Aptitude
18. Durrell Analysis of Reading Difficulty
19. Diagnostic Reading Test-Pupil Progress Series
20. Dolch Basic Sight Word Test
21. Edwards Informal Word Recognition Lists
22. Frostig Developmental Test of Visual Perception
23. Gates Associative Learning Test
24. Gates MacGinitie Reading Test
25. Gates McKillop Reading Diagnostic Test
26. Gates Primary Reading Test
27. Gray Oral Reading Paragraphs
28. Harris-Draw-A-Man-Technique
29. Harris Test of Lateral Dominance
30. House-Tree-Person Test
31. Huelsman Word Discrimination Test
32. Illinois Test of Psycholinguistic Abilities
33. Informal Reading Inventory (Completed by Center Clinic Staff October, 1969)
34. Informal Reading Readiness Test

35. Leiter International Performance Scale
36. Lorge-Thorndike Intelligence Test
37. McCullough Word-Analysis Test
38. Metropolitan Achievement Test
39. Metropolitan Readiness Tests
40. Mills Learning Methods Test
41. Peabody Picture Vocabulary Test
42. Rorschach Technique of Personality Appraisal
43. Sentence Completion Test
44. Slosson Intelligence Test
45. Spache Diagnostic Reading Scales
46. Stanford-Binet Intelligence Scale
47. Stanford Achievement Test
48. Stanford Diagnostic Reading Test
49. Trail Making Test
50. Wechsler Adult Intelligence Scale
51. Wechsler Intelligence Scale for Children
52. Wepman Auditory Discrimination Test
53. Wide Range Achievement Test

During the second year of the project, the Clinic designed and implemented on a pilot basis, the Saturday Testing Program. This Saturday program, conducted and supervised by the Clinic Staff, was expanded during the third year to include almost every Saturday of each month. The testing battery remained substantially the same as when the evaluations were done at the Clinic in Valparaiso. If further testing was required, the child was rescheduled the following week at the Clinic.

Saturday Testing Program

Three needs motivated the formation of the Saturday Testing Program. First, the need to provide diagnostic service to more disabled readers, and thus increase the number of pupils served by the Reading Clinic. Second, the participants of the Summer Reading Seminar who had completed the Reading Practicum course were ready and willing to use their diagnostic skills. Third, there was a need to bring the diagnostic service to pupils and teachers in the cooperating local agencies.

To meet these needs, the Clinic Staff enthusiastically set forth on a new diagnostic program. The Center engaged eleven of the Reading Practicum participants as Reading Clinicians. These people had been in the Reading Seminar for two summers, and had completed the Practicum course. This training qualified the participants to test children under the supervision of the Clinic Staff. The Reading Practicum enrolled 11 teachers in the summer of 1968 and 15 teachers in the summer of 1969, but was not continued in 1970 as no funds were available.

The Saturday Testing Program was set up by the Coordinator of Field Services who contacted the Superintendent of the local agency for approval and use of the facilities. The schedule was then set up for the testing and the Clinicians and Staff Supervisors were selected. The Corporation furnished the building facilities, custodial service, and arranged for pupils and parents to be present on time. The testing was done on Saturday, at a school selected by the Corporation.

During the 1968-69 school year, testing was done only every other Saturday. This was increased during the 1969-70 school year to include almost every Saturday (except vacations, etc.).

Two groups of Clinicians were scheduled -- an East Group (for those Clinicians living geographically in the East section of the Cooperative) and a West Group (for those Clinicians living geographically in the West section of the Cooperative). Each Saturday was used for testing with alternating groups. Thus each Clinician would test as close as possible to where she lived and only every other Saturday.

At the beginning of the program (1968-69 school year) it required one clinic supervisor for every two clinicians. Toward the close of the program (1969-70 school year) one clinic supervisor for four clinicians was used. At the very end (the last eight sessions) only one clinic supervisor was required for the eight testing clinicians.

The first year testing was done only on a half-day basis and the clinic staff was paid extra for this work. The second year the full day was used and the clinic staff worked on Saturday and were off another week day -- thus no extra pay was required.

The first year the clinicians did only the testing and the clinic supervisor wrote up the report. The second year a shortened report was used and needed only checking by the supervisor. More children were tested as a result.

During the first school year of the Saturday program, it was possible to test a maximum of 12 children, using 12 clinicians. A full test battery was administered. During the second school year it was increased first to 16, using 8 clinicians and at the end of the program to 24, still using 8 clinicians. The test battery was shortened (because of the demand to test more children) and three sessions were established (8:30-10:00 a.m, 10:30-12:00 noon, and 1:00-2:30 p.m.). In this way the full benefit of the capabilities of the clinicians was utilized.

While the children were being tested, the parents were in a group session conducted by a Staff member. In this session attempts were made to give parents helpful suggestions for use at home. At the conclusion of the testing, the Reading Clinician and sometimes the Supervising Diagnostician discussed the testing results with the parents in terms which would be beneficial to them.

The Reading Clinicians, The Center Clinic Staff, along with the participating school corporations, feel this program is of great value, not only for the child being tested, but also for local school Reading Teachers. The Saturday Program has been extremely successful and there has been great demand for their scheduling. It is felt that this particular program will be one of the natural outgrowths of the Project which will definitely be of lasting benefit.

2. The Disability Profile Based On 1330 Cases

One of the means of collecting data is a questionnaire which is completed by the parents and diagnosticians. This "Diagnostic and Case History Summary" contains items which the parents complete, regarding home life. The latter portion of the summary pertains to information discovered during the diagnostic testing, and is completed by the diagnostician who works with the child. One questionnaire is completed for each child.

Table 1, "Summary Of Descriptive Data" lists selected items of the questionnaire, the number of cases for the item, and/or the percentage of responses. The items may be divided into two categories: (1) those which are answered by the parent and related to home life, and (2) those answered by the diagnostician who worked with the child.

Table 1: Summary Of Descriptive Data On 1330 Cases.

Parent Answered Items: N is the number of cases in each item.	Mean
1. Father's Age ---------- N = 1251	39
2. Mother's Age ---------- N = 1272	36
3. Father's Employment ---- N = 1228	Percent
Blue Collar	53
White Collar	13
Professional	11
Farmer	5
Service Occupation	18
4. Mother's Employment --- N = 1273	
Housewife	70
Part-time outside home	14
Full time outside home	16

5. Education:

Level	Father N = 1254	Mother N = 1271
1-5 grade	3%	1.0%
6-8 grade	14%	9.0%
9-10 grade	17%	19.0%
High School	47%	58.0%
College	9%	8.0%
B.A.*	6%	4.4%
M.A.*	3%	0.5%
Doctorate*	1%	0.1%
Means	11th grade	11 th grade
Completed High School	66%	71.0%

*or equivalent

6.	Main Language spoken in the home:	N = 1215	Percent
	English		97
	Other		3
7.	Marital Status:	N = 1247	
	Living together		94
	Separated or divorced		6
8.	Number of persons living in the home:	N = 1276	mean 6.0
	Number of sons " " " "	N = 1230	mean 2.4
	Number of daughters " " "	N = 1140	mean 1.9
9.	Have other children in your family experienced difficulty in school:	N = 1075	Percent
	Yes		44
	No		56
10.	Child's feeling about school:	N = 1275	
	Like		71
	Dislike		10
	Unconcerned		19
11.	Parent's feeling about school:	N = 1250	
	Like		95
	Dislike		3
	Unconcerned		2
12.	Number of children who have repeated a grade in school:	N = 1330	
	At least one failure		66
	Have not failed		34
13.	Of those who have failed, the failure occurred in:	N = 882	
	Kindergarten		34
	First		35
	Above first		31
14.	Number of children attending kindergarten:	N = 1220	
			75
15.	Number of times child has changed schools:	N = 1330	
	Not changed		55
	Changed		45
16.	Does the school consider the child to be a behavior problem:	N = 1145	
	Yes		12
	No		88
17.	How often is it necessary to punish the child at home:	N = 1156	
	Frequently		10
	Occasionally		65
	Rarely		25
18.	Number of children receiving special help in reading prior to Clinic evaluation:	N = 1330	
	Reading Clinic		4
	Remedial Reading (summer)		28
	Special Reading Class		23
	Other		3
	No Special help		41
	Private Clinic		1

			Mean	Percent
19.	Number of children with a speech defect:	N = 1248		16
20.	Handedness:	N = 1172		
	Right			84
	Left			13
	Ambidextrous			3
21.	Gross income per family:	N = 1099	$9739	
22.	Number of books in the home:	N = 1211	69	
23.	How often was the child read to by the parents:	N = 1226		
	None			2
	Infrequently			35
	Frequently			51
	Very frequently			12
24.	Did the child enjoy his first reading experience:	N = 1132		
	Yes			80
	No			20
25.	Current marks in school:	N = 1064		
	(mostly) A's & B's			5
	B's & C's			29
	C's & D's			44
	D's & F's			22
	All grades C-D or below			66

Diagnostician Answered Items

26.	Sex	N = 1241		
	Male			73
	Female			27
	Approximate ratio	3/1		
27.	Ethnic background:	N = 1235		
	White			95
	Negro			4
	Other			1
28.	Chronological Age:	N = 1225	10-1	
29.	Intelligence Quotient:	N = 1000		
	Wechsler Intelligence Scale for children on 489 cases			
	Verbal		108	
	Performance		104	
	Full scale		106	
	Peabody Picture Vocabulary Scale on 511 cases		99	
	Combined WISC Verbal (489) and PPVT (511)		103	
30.	Grade enrolled at time of evaluation:	N = 1172	4.2	
	2			19
	3			24
	4			22
	5			17
	6			11
	7+			7

			Mean	Percent
31.	Type of reading problem:	N = 1152		
	Developmental - - - - - - - - - - - - - - - - -			8
	Corrective - - - - - - - - - - - - - - - - -			42
	Remedial - - - - - - - - - - - - - - - - -			37
	Emotional - - - - - - - - - - - - - - - - -			12
	Organic-like - - - - - - - - - - - - - - - - -			1
32.	Reading Levels established by diagnosticians:			
	Instructional	N = 1162	2.3	
	Independent	N = 1177	1.5	
	Frustration	N = 1156	3.0	
	Listening Comprehension	N = 884	4.0	
33.	Primary Problem Area:	N = 1127		
	Word Recognition - - - - - - - - - - - - - - -			55
	Comprehension - - - - - - - - - - - - - - -			23
	General Reading Disability - - - - - - - - -			16
	Other -			6
34.	Mean difference between grade placement and instructional level (items and) - - - - -		21 months	
35.	Classroom teacher/pupil ratio:	N = 328	1/30	
36.	Percent of cases showing special difficulties (some overlap):			
	Language development	N = 1330		16
	More than 20 days absence in 1 year	N = 1330		2
	Hearing loss	N = 679		7
	Vision difficulty	N = 805		22
	Neurological/perceptual deficiency	N = 693		22
	Cultural deprivation	N = 869		7
37.	Recommended School Placement for Remediation:	N = 1147		
	Remain in regular classroom - - - - - - - - -			34
	Small group work - - - - - - - - - - - - - - -			55
	Individual Tutorial Work (outside regular classroom) - - - - - - - - - - - - -			11

Summary of Descriptive Data

The following items summarized from the descriptive data appear to be significant.

a. The mean educational level of the parents is 11.0, with 66% of fathers and 71 % of the mothers having completed high school.

b. The average number of persons living in the home is 6.0, indicating that the typical disabled reader seen in the Clinic has three (3) brothers and/or sisters. The parents report in 44% of the cases that more than one child in the family has experienced difficulty. This figure could quite conceivably be even higher since all of the siblings in many families are not yet in school.

c. Of the children seen in the Clinic, 66% have failed at least one school grade. Of these, 34% have been retained in Kindergarten and another 35% have been retained in first grade. Fifty-nine percent of the cases have had some type of special help (summer remedial reading, tutoring, etc.) prior to being referred to the Clinic.

d. Parents report that 69% of failures occurred at the Kindergarten and first grade levels. Since at least 71% of the children experiencing difficulty have problems in the area of word recognition (primarily word recognition = 55%; general reading disability = 16%), it would seem reasonable to assume that the classroom teacher is unable to to meet the needs of many children in the early years of school.

e. Two-thirds (66%) of the students diagnosed by the Clinic, need special instruction on an individual or small group basis.

Profile of the "Typical" Disabled Reader seen in this Clinic.

On the basis of the descriptive data gleaned from the case history questionnaires, one can construct a profile or characterization of the "typical" or "average" student that is seen in the Clinic.

The typical disabled reader referred to the Clinic is a boy, one of four children in the family, and comes from a middle or lower-middle class home. Both of his parents have a limited education (about 11th grade) and often report experiencing difficulty in reading when they were in school. His father is probably a blue collar worker with a yearly income of about $9,739.00.

The typical disabled reader is 10 years old, in a fourth grade class of 30 students, and has probably failed at least once. He is reading about two years below his grade placement, but has average intelligence. He needs special help in reading. Contrary to what many believe, the typical disabled reader is not experiencing visual, auditory, speech, neurological or perceptual difficulties. The typical disabled reader displays the 'failure syndrome',

3. Post Testing Program to Assess Reading Achievement.

In planning the Clinic evaluation, it was decided that a retest of a number of previously diagnosed students would offer a quantitative assessment of their progress in reading. The students selected for the retesting were to have been tested at least nine months previous, and most considerably longer. This would allow the schools nearly one school year, or preferably longer, to provide for the student's reading needs as stated by the diagnostic reports. By selecting the students randomly from twenty-six corporations, a variety of ages, grade levels, types of reading problems, and methods of instruction would be represented.

One hundred one students were selected for the retest. The time lapse between the original diagnosis and the retest ranged from 9 to 19 months. The grade levels of the students ranged from 1st to 8th grade. Some of the students had received reading instruction in a remedial program; others had been taught in the regular classroom.

As indicated earlier, the Clinic's diagnostic battery consists in part, of informal tests. The Informal Word Recognition Test assesses a student's sight vocabulary and word analysis skills. The Informal Reading Inventory is used to evaluated various types of comprehension abilities, to determine word recognition skills in context, and to set the independent, the instructional, and the frustration reading levels. Although other tests are usually given during the diagnostic examination, these above mentioned tests are among the most functional.

Informal tests, by their very nature, are not as refined or quantifiable as standardized tests. As their value lies in the freedom they offer the examiner to make calculated observations of a student's performance, their use in a retest situation presents certain problems. The tests are not refined enough to quantitatively show small amounts of gain or loss.

Some adjustments were made before these informal measures could be used effectively in a retest situation.

The following sample profile illustrates the type of information gained from the Informal Word Recognition Test and the Informal Reading Inventory: (see Data Summary 1.)

DATA SUMMARY 1: Sample Pupil Profile.

	Pre test				Post test				+ Results −		
LEVELS	Word Recognition			Ave. comp.	Word Recognition			Ave. comp.	S.[1]V.	W.[2]A.	A.[3]C.
	flash	untimed	% context		flash	untimed	% context				
I-1											
I											
I+1											
I+2											
I+3											
I+4											
I+5											
and higher											

The 'Flash' aspect of Word Recognition consists of the student's instant recognition of isolated words when they are presented in a tachistoscopic manner. The 'Untimed' exposure involves the student's ability to use configuration, phonics, and structural analysis skills to analyze the words missed. The 'percent of accuracy' in context refers to the child's success in reading various passages orally. Both oral comprehension (the degree of understanding the student demonstrates on short

selections which he reads aloud) and silent comprehension (assessment of passages read silently) averaged together give an 'Average Comprehension' score. The scores are reported in terms of percent of accuracy.

For the retest, the students were given the same form of the Word Recognition Test and the same form of the Informal Reading Inventory as they had been given during their original diagnosis. It was felt that there would be no significant carry-over from the pretest, as there had been a time lapse of at least 9 months.

To make the results of the informal measures more quantifiable, the following procedures were followed:

1. On the basis of the pretest scores, the diagnostician substantiated the student's previously determined instructional level (I), noted the scores one level below (I-1), the instructional level and as many levels above (I+1, I+2,-I+5) the instructional level as were given.

2. The raw scores (percents) from each of these levels were recorded under the proper category i.e. flash, untimed, percent of accuracy in context and comprehension. (See Data Summary 2.)

DATA SUMMARY 2: Recording Raw Scores.

	LEVELS	Pre Test Word Recognition			Ave. comp.
		flash	untimed	% context	
I-1	1	96	100	99	90
I	2	88	96	95	75
I+1	3	72	76	90	50
I+2	4	56	68		
I+3					
I+4					
I+5 and higher					

3. The same levels, I-1, I, I+1, were administered to the students in the post-test, until the ceiling (frustration level) was reached. The raw scores (percents) were recorded in identical categories.

DATA SUMMARY 3: Recording Posttest Raw Scores.

		Pre Test				Post Test			
	LEVELS	Word Recognition				Word Recognition			
		flash	untimed	% context	ave. comp.	flash	untimed	% context	ave. comp.
I-1	1	96	100	99	90	100	100	100	100
I	2	88	96	95	75	100	100	100	100
I+1	3	72	76	90	50	96	100	97	90
I+2	4	56	68			84	92	94	77
I+3	5					76	88	89	52
I+4						56	72		
I+5									
and higher									

4. The differences between the percentages of the pre and post test were then determined and recorded under "Results". (see Data Summary 4.)

DATA SUMMARY 4: + Results -

S.[1]V.	W.[2]A.	A.[3]C.
4	0	10
12	4	5
24	24	40
28	24	

5. The total gain, or loss, for each area (sight vocabulary, word analysis, and comprehension) was then obtained.

Total gain in S.V.	68		
Total gain in W.A.		52	
Total gain in A.C.			55

6. The totals from each area were summed to produce a grand total of gain or loss.

SUM OF TOTALS	175

7. This grand total was then divided by 3 (because three reading areas were being considered) to obtain the "Percent of Reading Progress."

SUM OF TOTALS	175	
Divided by 3		
% of Reading Progress		58

The composite would look as follows: (see Data Summary 5.)

DATA SUMMARY 5: Composite of All Scores.

	Pre test					Post test				+ Results -		
	Word Recognition					Word Recognition						
	LEVELS	flash	un-timed	% con-text	ave. comp.	flash	un-timed	% con-text	ave. comp	[1] S.V.	[2] W.A.	[3] A.C.
I-1	1	96	100	99	90	100	100	100	100	4	0	10
I	2	88	96	95	75	100	100	100	100	12	4	5
I+1	3	72	72	90	50	96	100	97	90	24	24	40
I+2	4	56	68			84	92	94	77	28	24	
I+3	5					76	88	89	52			
I+4	6					56	72					
						Total gain in S.V.				68		
						Total gain in W.A.					52	
						Total gain in A.C.						55
						Sum of totals						175
						% of Reading Progress						58

The areas of word recognition, (comprised of sight vocabulary and word analysis), were chosen because they represent three fundamental aspects of the reading process. As indicated, the grand total of gain (or loss) from all three areas was divided by three to obtain the "Percent of Reading Progress." It was felt that this would represent a fair estimate of a student's overall gain in reading. Presumably, some students may have made large gains in one area, such as sight vocabulary, but little gain, or perhaps even loss, in the other two areas. By averaging the totals of the three areas, each area is equally represented. The result, "Percent of reading progress", is more indicative of general achievement in reading than scores in any one area individually.

Table 2 lists the results obtained from 98 cases of the 101 subjects (3 could not be calculated) along with the percent of increase in the three reading areas of the overall percent of reading gain.

An increase of 'x' number of percentage points in one area does not represent a corresponding increase in reading levels or instructional ability. The increased percentages are an arbitrary indication of progress, as it is difficult to define the necessary increase in percentages necessary to move a student from one instructional level to another.

Summary of retest results.

The enclosed list shows the amount of gain, or loss, in sight vocabulary, (flash)/ word analysis, (untimed)/ comprehension, and total reading for each student retested. The results indicate that most students made considerable gain in all areas. The greatest gain came in Sight Vocabulary where the mean improvement for the 98 students was a percentage of 29. The mean gain for Word Analysis was 14 and for Comprehension, 20. The average percent of gain in overall reading was 21.

Table 2: Results of 98 Cases.

	Sight Vocabulary	Word Analysis	Average Comprehension	Percent of Reading Progress
Means for 98 subjects	29	14	20	21

Table 3: Individual scores for 98 retest cases.

Sight Vocabulary	Word Analysis	Average Comprehension	Percent Of Gain
0	12	-26	-5
47	21	50	39
35	15	57	36
44	16	74	45
36	16	-23	10
40	20	14	25
6	5	30	14
48	0	27	25
24	28	65	39
15	15	63	31
28	4	51	28
64	24	50	46
15	15	11	14
8	12	25	15
68	46	23	46
48	24	21	31
115	52	31	66
65	70	67	67
11	41	32	28
16	12	31	20
-12	-8	-17	-12
80	36	1	39
88	36	61	62
4	-4	4	1
-6	-7	12	0
40	37	59	45
20	12	23	18
20	16	29	22
16	0	43	20
46	50	--	48
68	16	-5	26
20	28	4	17
20	0	26	15
40	8	43	30
64	16	46	42
40	28	21	30
8	20	18	15
58	17	30	35
15	10	2	9
12	-9	17	7
20	0	0	7

Sight Vocabulary	Word Analysis	Average Comprehension	Percent Of Gain
52	16	14	27
57	12	-10	20
40	8	-13	12
32	16	39	29
76	36	23	45
48	8	11	22
0	0	55	18
0	0	50	16
-8	16	47	18
24	16	37	26
84	40	41	55
20	8	30	[illegible]
17	8	52	26
52	8	1	20
12	4	30	15
11	15	-15	4
52	36	-6	27
28	32	47	36
40	16	19	25
16	8	-3	7
16	12	10	13
36	4	100	47
45	10	30	28
30	8	15	18
-4	8	43	16
20	0	-20	0
16	0	-6	3
-4	0	21	6
-16	8	--	-4
80	40	-25	32
30	0	15	15
112	78	31	74
14	10	7	10
28	0	-12	5
0	-12	45	11
36	4	30	23
32	24	38	31
30	20	43	31
36	12	-23	8
26	10	-40	-1
-9	0	-11	-7
-4	-4	-8	-5
1	13	-5	3
24	16	-16	8
44	24	13	27
24	0	8	11
-4	8	17	7
-3	0	0	-1
39	4	20	21

	Sight Vocabulary		Word Analysis		Average Comprehension		Percent Of Gain
	8	....	0	....	7	....	5
	26	....	17	....	-3	....	13
	31	....	-4	....	25	....	17
	42	....	20	....	-4	....	19
	16	....	28	....	53	....	32
	28	....	20	....	-5	....	14
	24	....	8	....	41	....	24
	9	....	9	....	65	....	28
TOTALS	2906		1448		2038		2145
MEANS	29		14		20		21

As can be noted from the list of results (Table 3) some students showed a regression, or decrease in progress. An analysis by the diagnostician revealed that these cases were often students who had significant emotional problems interfering with their reading ability. Most research has shown that in cases such as these, the inhibiting emotional problems must be alleviated before reading instruction can be effective.

In time, a second innovative means to analyze the retest data was devised. It was apparent that ratios could be constructed when both the pretest and posttest grade level placement and achievements were known. It was decided that the child's instructional level as determined by the Informal Reading Inventory at both the pretest and posttest sessions best reflects the youngster's actual achievement. It is common knowledge that standardized achievement tests reflect a "peak" performance and more nearly represent the student's frustration level. By using the instructional levels from the Informal Reading Inventory, the student's daily performance is taken into consideration. It was determined that should the student assessed have been at the readiness level in visual discrimination, (displays the inability to learn and retain a sight vocabulary), he must be considered a "non-reader". In this case his

achievement was assigned the value zero (0). When the child's daily performance was at either the primer or preprimer level, it may be considered equivalent to one-half years progress (.5 for purposes of ratios). For the vast majority of cases who scored above the primer level, the finest discrimination possible was either a semester or a full year's gain i.e. 2.5, 4.5, 6.0, etc.

Because the Clinic utilized the I.R.I. to ascertain progress (no standardization or norms) the testing done during July and August presents no special problems. The student's grade placement was determined in the following fashion:

1. The academic year was the assigned grade the student was placed in. If tested just after completing an academic year (late June) or during the summer months (July-August), the assigned grade would be the one the child would be in when he enters school in the fall.

2. The months, beginning with September were numbered i.e. September month 1, November month 3, June month 10, August month 12, etc. and, when linked with the academic year, determined the youngster's grade placement.

In this manner the achievement ratio would be set up as follows for each individual child:

Achievement Ratio: Academic year and month

Assigned grade	Pretest	Post-test
Achievement (highest I level)		

In analyzing the data, the individual cases may be recombined by grade level at posttest.

Table 4: Achievement of First Grade Pupils.

	Pretest Grade level	Posttest Grade level	Pretest Reading level	Posttest Reading level
	1.2	2.8	0	.5
	1.2	2.8	0	.5
	1.7	2.8	0	.5
	1.9	2.8	0	3.0
	1.9	2.8	1.5	2.5
	1.10	2.8	.5	2.0
TOTALS (6 cases)	9.9	16.8	2.0	9.0
MEANS	1.7	2.8	.3	1.5
			RANGE 0-1.5	RANGE .5-3.0

As noted above, the mean pre and posttest grade level and achievement for the group are determined. The range of progress for both pre and posttest are evident as well.

Graph 1 shows the mean pretest and posttest reading levels and the range of levels obtained by six first graders. (see page 39)

Line AB represents expectancy
Line AC represents the pretest rate of progress
Point C represents the mean pretest reading level of the group
Line CD represents the posttest rate of progress
Point D represents the mean posttest reading level of the group
The vertical bars at the pretest and posttest points represent the range of reading levels for the group

These same observations may be done for each succeeding grade level.

Graph 1: Progress of First Grade Pupils.

The results may be graphically represented. Point C is the mean pretest reading level (.3) for the group. Point D (1.5) is the posttest reading level for the group.

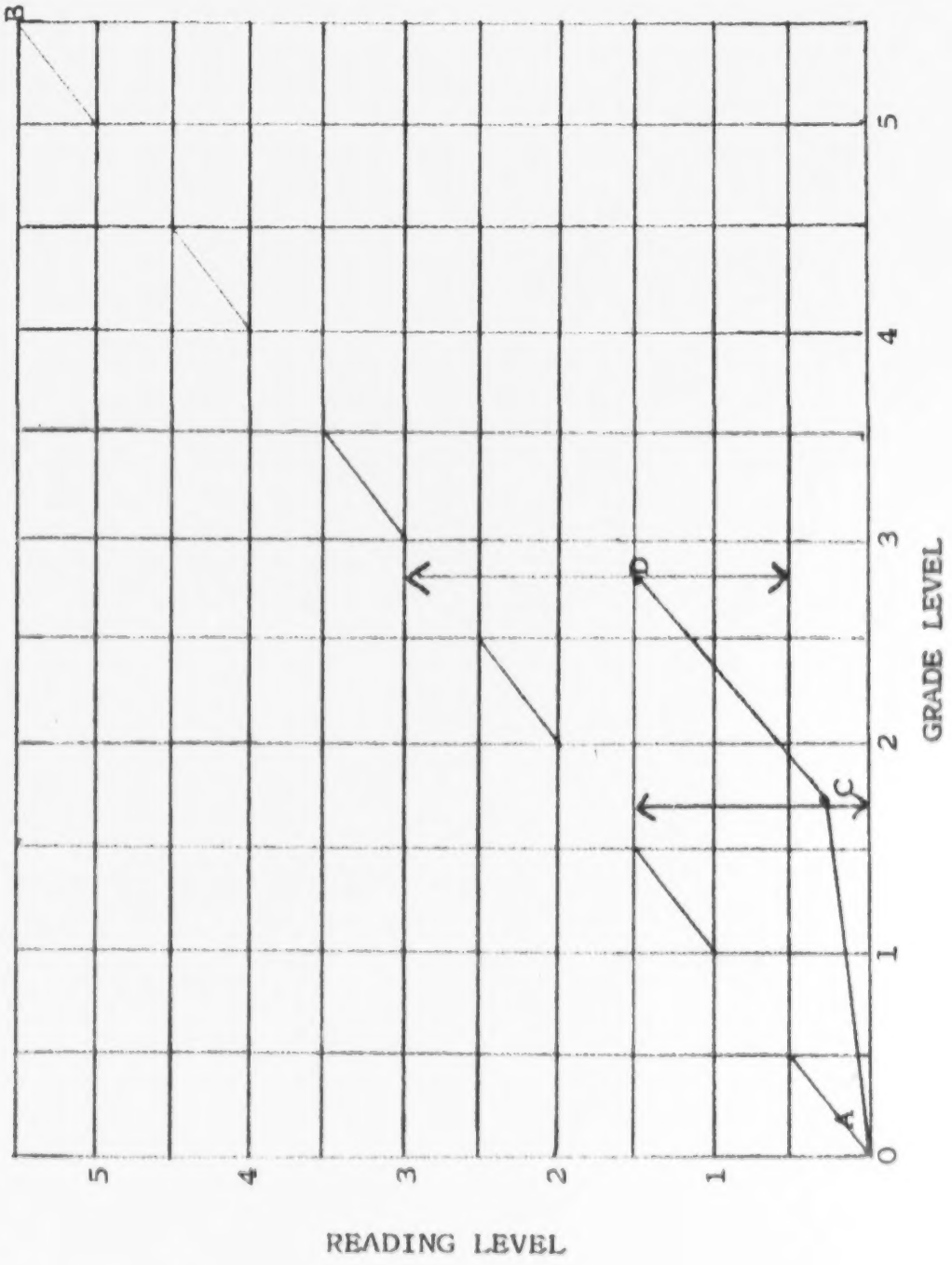
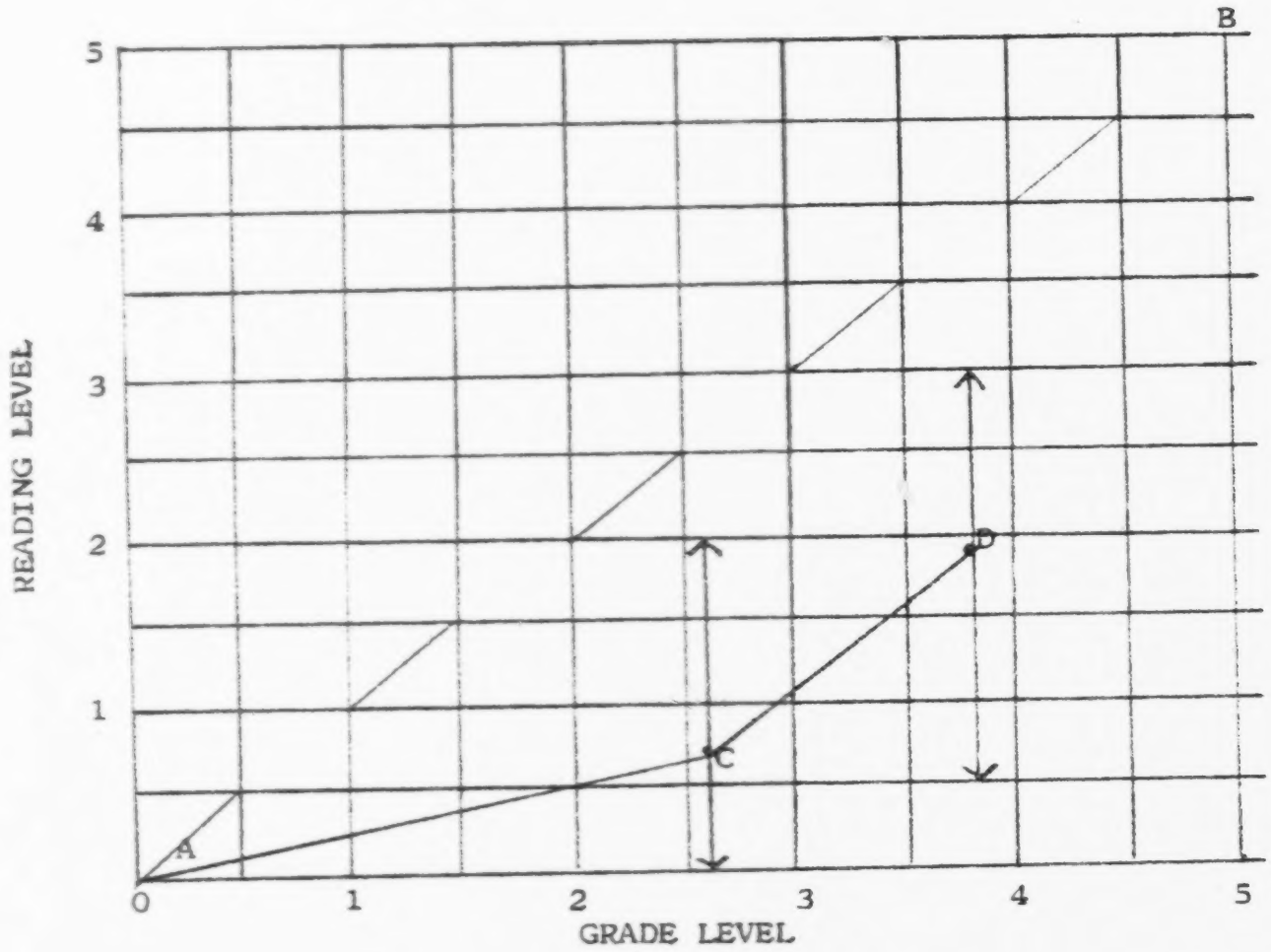


Table 5: Achievement of Second Grade pupils.

	Pretest Grade level	Posttest Grade level	Pretest Reading level	Posttest Reading level
	2.1	3.8	1.5	3.0
	2.1	3.8	0	3.0
	2.2	3.8	0	.5
	2.3	3.8	1.0	2.0
	2.5	3.8	.5	3.0
	2.6	3.8	2.0	2.5
	2.6	3.8	.5	2.0
	2.6	3.8	.5	.5
	2.7	3.8	.5	1.5
	2.8	3.8	.5	1.5
	2.7	3.8	0	2.0
	2.7	3.8	2.0	3.0
	2.9	3.8	1.0	2.5
	2.9	3.8	.5	.5
	2.9	3.8	.5	1.0
	2.9	3.8	1.0	3.0
	2.9	3.8	.5	1.5
	2.11	3.8	.5	.5
TOTALS	47.5	68.4	13.0	33.0
MEANS	2.6	3.8	.7	1.9
			RANGE	RANGE
			0-2.0	.5-3.0

See Graph 2, page 41, for the graphic progress of second grade pupils.

Graph 2: Progress of Second Grade Pupils.



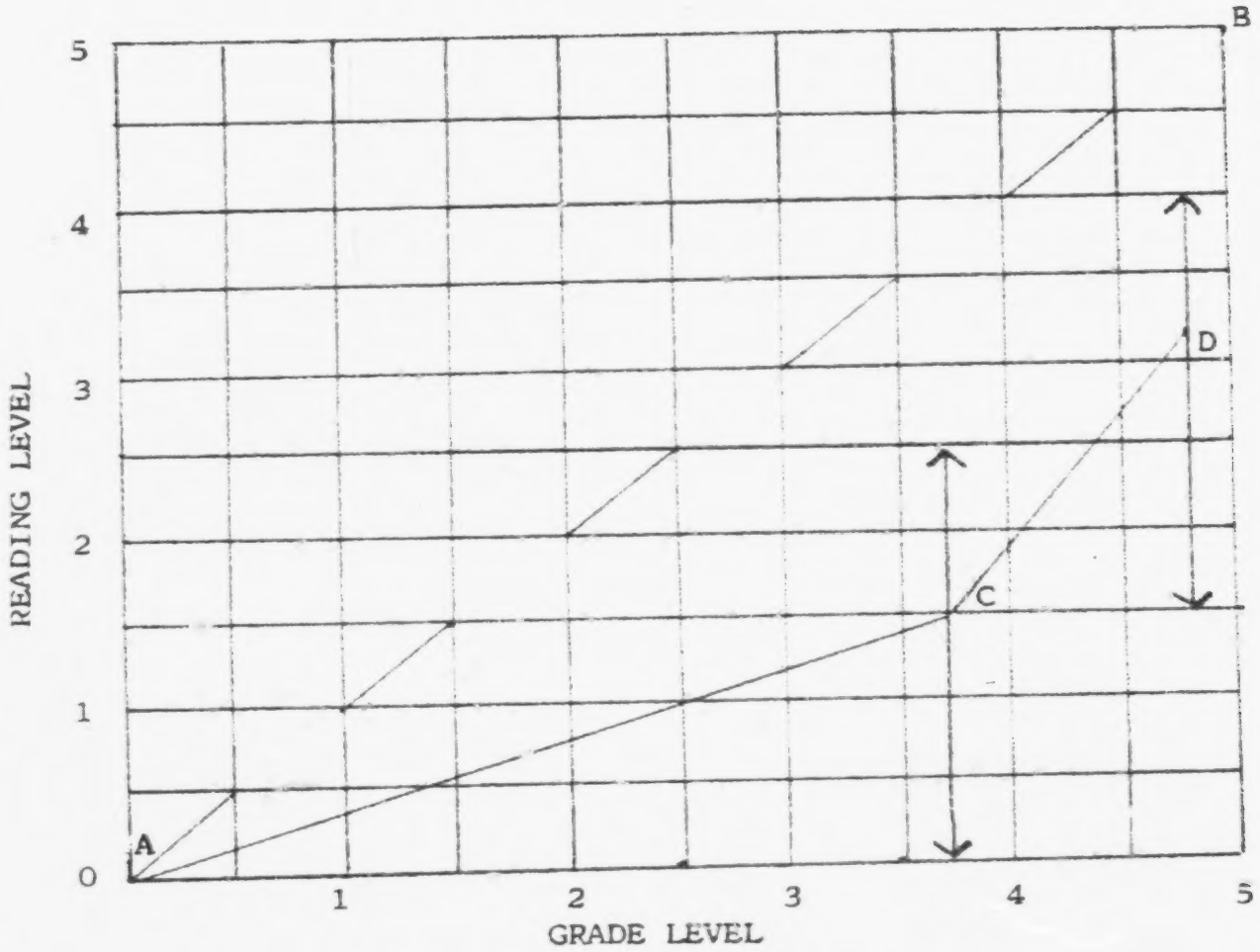
Graph 2 shows the mean pretest and posttest reading levels and the range of levels obtained by 18 second graders. Point C (.7) is the pretest level and point D (1.9) is the posttest level for the group.

Table 6: Achievement of Third Grade Pupils.

Pretest Grade level	Posttest Grade level	Pretest Reading level	Posttest Reading level
3.1	4.8	0	2.5
3.2	4.8	1.5	2.0
3.2	4.8	2.0	3.5
3.3	4.8	0	2.0
3.4	4.8	.5	3.0
3.4	4.8	0	1.5
3.4	4.8	2.0	4.0
3.6	4.8	2.5	4.0
3.6	4.8	2.5	4.5
3.7	4.8	.5	3.5
3.7	4.8	1.0	2.0
3.7	4.8	2.0	3.0
3.9	4.8	2.0	3.0
3.9	4.8	1.5	3.0
3.9	4.8	1.0	3.5
3.10	4.8	2.0	3.0
3.11	4.8	2.5	4.0
3.11	4.8	2.5	4.0
3.11	4.8	1.5	4.0
3.11	4.8	2.5	3.5
TOTALS 73.4	96.0	30.0	63.5
MEANS 3.7	4.8	1.5	3.2
		RANGE 0-2.5	RANGE 1.5-4.0

See page 43 for graphic progress of third grade pupils.

Graph 3: Progress of Third Grade Pupils.



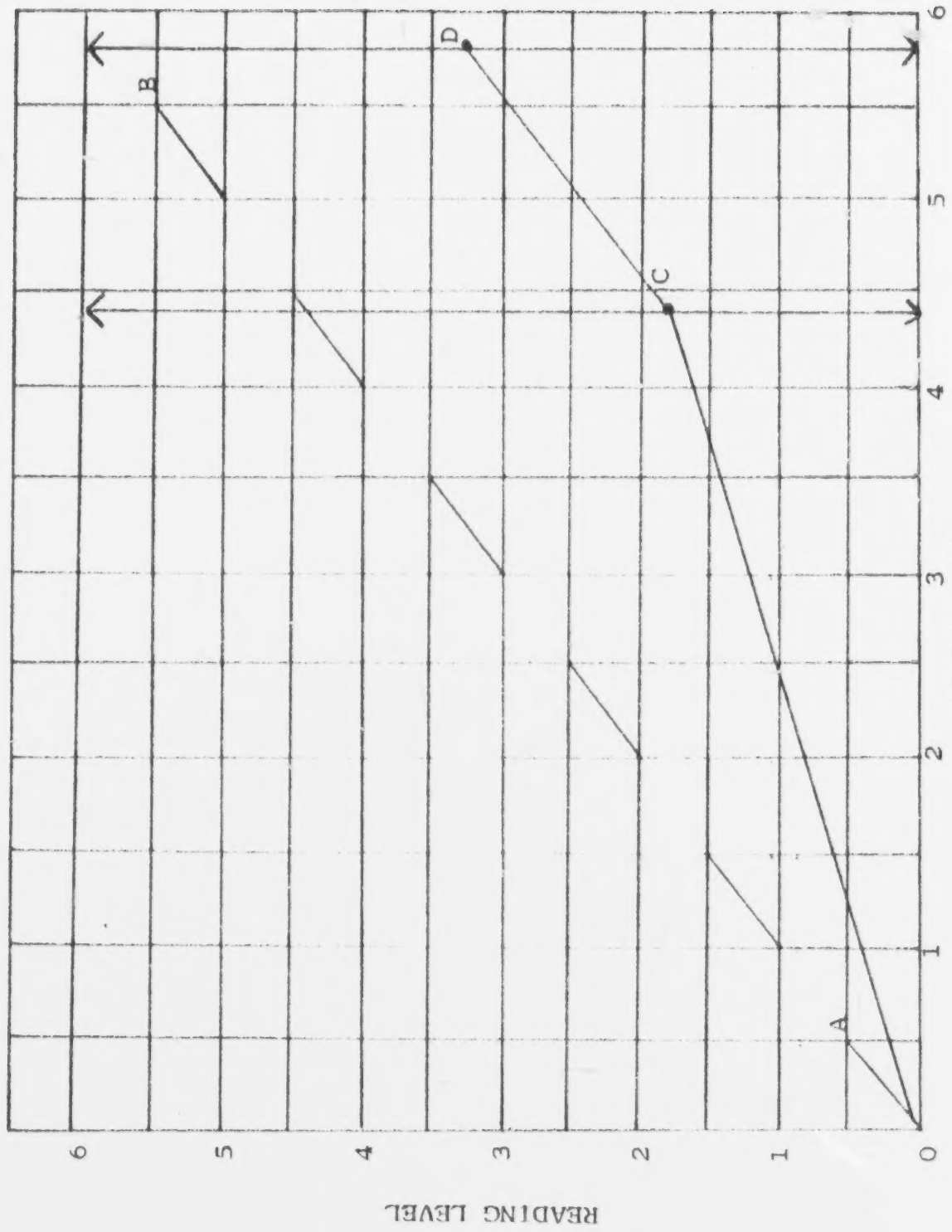
Graph 3 shows the mean pretest and posttest reading levels and the range of levels obtained by 20 third graders. Point C (pretest) is 1.5 and point D (posttest) is 3.2 for the group.

Table 7: Achievement of Fourth Grade Pupils.

	Pretest Grade level	Posttest Grade level	Pretest Reading level	Posttest Reading level
	4.1	5.8	.5	3.5
	4.1	5.8	1.5	3.5
	4.1	5.8	3.0	6.0
	4.2	5.8	0.0	0.0
	4.2	5.8	3.0	5.5
	4.3	5.8	1.0	3.5
	4.3	5.8	2.5	3.0
	4.2	5.8		
	4.3	5.8	1.0	4.0
	4.3	5.8	2.0	4.0
	4.3	5.8	1.5	3.5
	4.3	5.8	2.0	3.5
	4.4	5.8	2.0	3.0
	4.4	5.8	.5	.5
	4.4	5.8	3.5	3.5
	4.5	5.8	1.5	3.0
	4.5	5.8	2.0	4.5
	4.7	5.8	6.0	3.5
	4.8	5.8	2.0	3.0
	4.10	5.8	.5	3.0
	4.11	5.8	.5	2.5
TOTALS	88.3	116.0	36.5	66.5
MEANS	4.4	5.8	1.8	3.3
			RANGE 0-6.0	RANGE 0-6.0

See page 45 for the graphic progress of fourth grade pupils.

Graph 4: Progress of Fourth Grade Pupils.



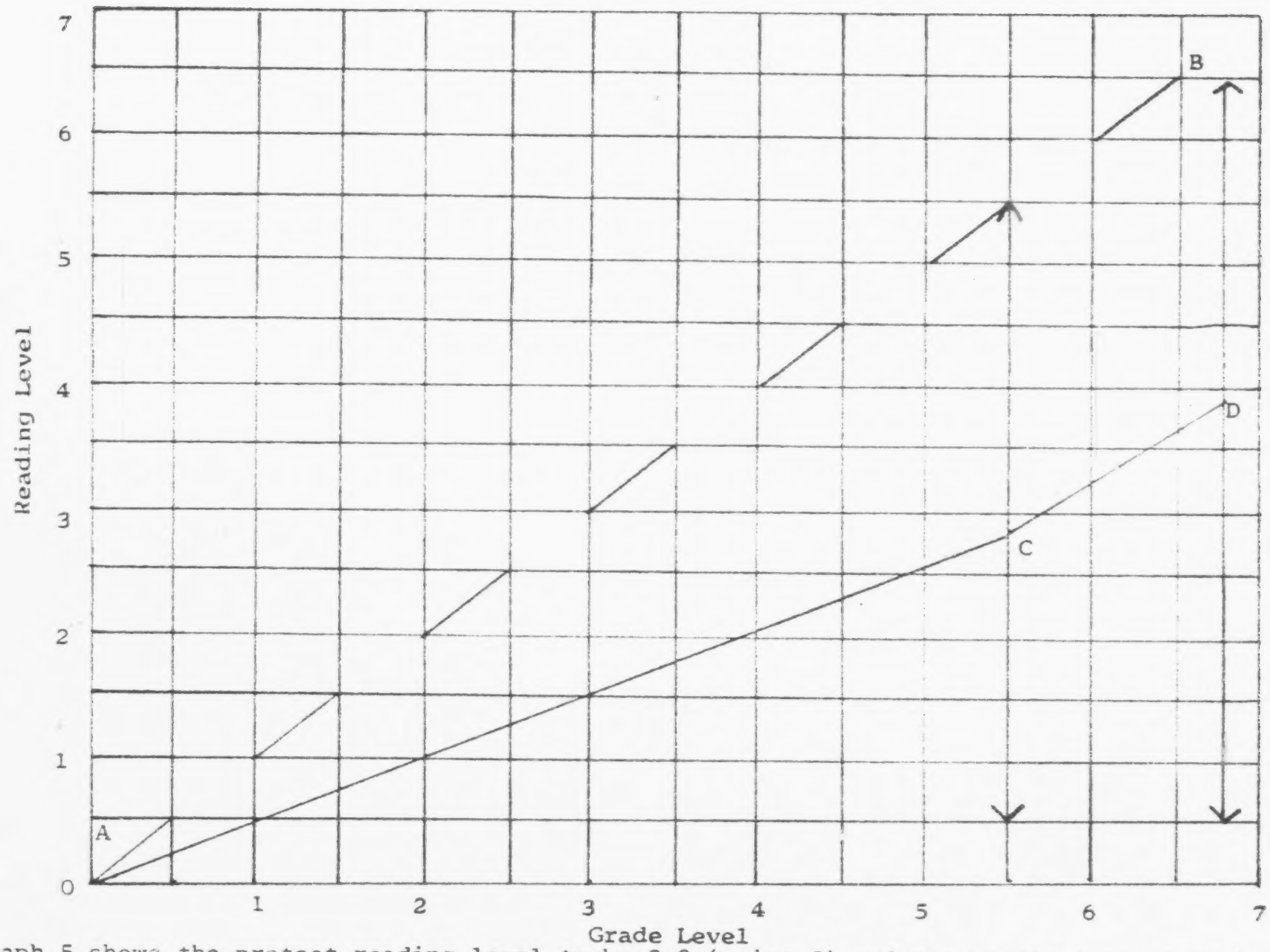
Graph 4 shows the pretest reading level to be 1.8 (point C) and the posttest reading level to be 3.3 (point D) for the group.

Table 8: Achievement of Fifth Grade Pupils.

	Pretest Grade level	Posttest Gradelevel	Pretest Reading level	Posttest Reading level
	5.8	6.8	.5	2.0
	5.1	6.8	2.0	5.0
	5.1	6.8	2.0	3.0
	5.2	6.8	2.0	5.0
	5.2	6.8	4.5	5.5
	5.2	6.8	3.0	4.0
	5.3	6.8	3.0	2.0
	5.3	6.8	.5	.5
	5.4	6.8	3.0	6.0
	5.4	6.9	3.0	3.5
	5.4	6.8	1.5	4.5
	5.4	6.8	3.0	6.0
	5.5	6.8	2.0	3.5
	5.6	6.8	2.0	3.5
	5.6	6.8	3.0	5.0
	5.6	6.8	3.0	6.0
	5.6	6.8	4.5	2.5
	5.6	6.8	4.0	4.0
	5.7	6.8	3.5	3.5
	5.7	6.8	3.0	1.0
	5.7	6.8	3.5	3.0
	5.10	6.8	1.5	3.5
	5.11	6.8	5.5	6.5
TOTALS	126.5	156.5	63.5	89.0
MEANS	5.5	6.8	2.8	3.9
			RANGE .5-5.5	RANGE .5-6.5

See page 47 for the graphic progress of fifth grade pupils.

Graph 5: Progress of Fifth Grade Pupils

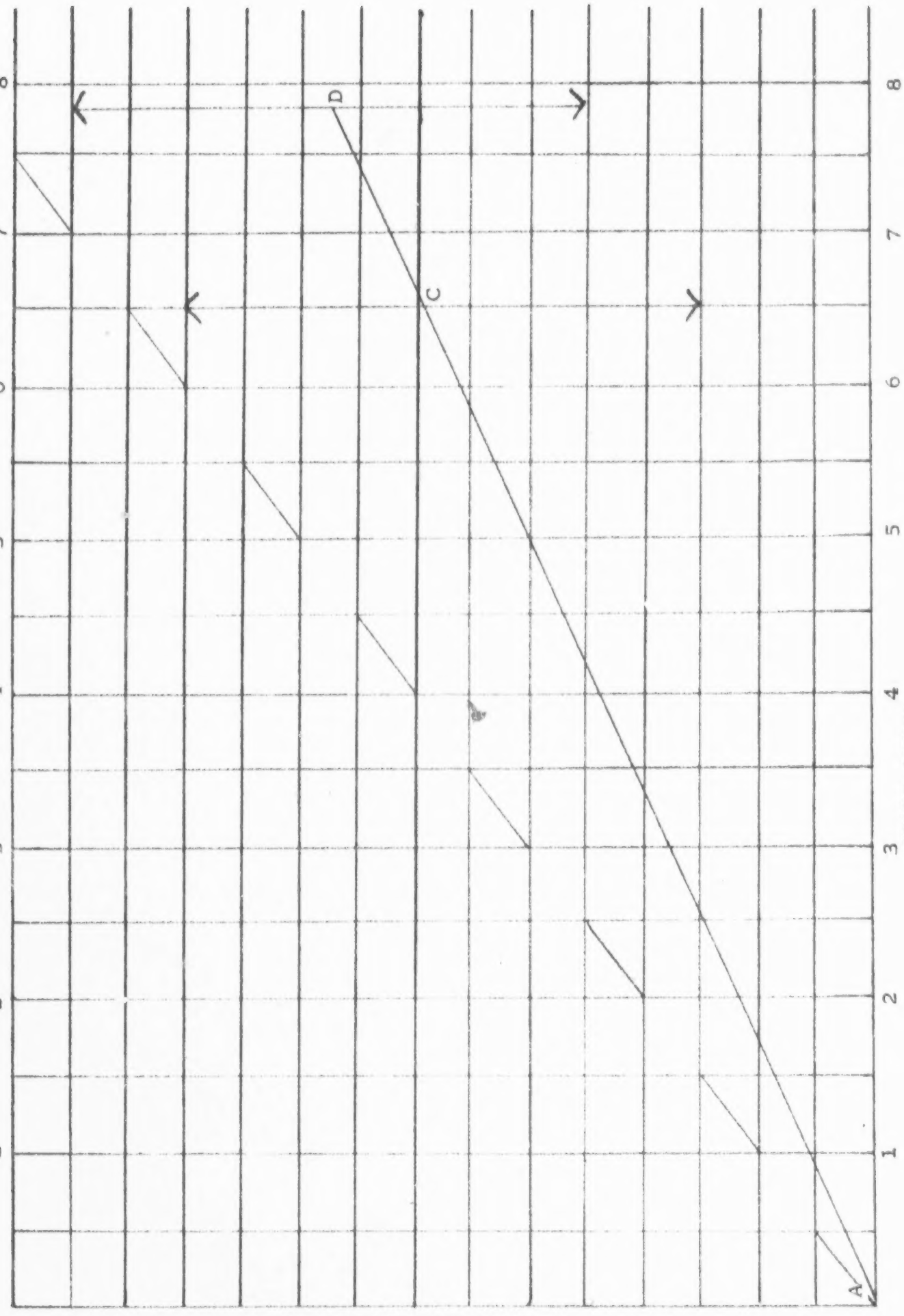


Graph 5 shows the pretest reading level to be 2.8 (point C) and the posttest level to be 3.9 (point D).

Table 9: Achievement of Sixth Grade Pupils.

	Pretest Grade level	Posttest Grade level	Pretest Reading level	Posttest Reading level
	6.2	7.8	1.5	3.0
	6.3	7.8	5.5	6.5
	6.2	7.8	3.5	4.0
	6.3	7.8	5.0	
	6.3	7.8	3.0	6.0
	6.4	7.8	3.0	2.5
	6.4	7.8	5.5	6.0
	6.5	7.8	2.0	4.0
	6.6	7.8	2.0	3.0
	6.8	7.8	5.5	6.5
	6.8	7.8	4.0	3.0
	6.10	7.8	6.0	7.0
TOTALS	71.5	85.8	41.5	51.5
MEANS	6.5	7.8	3.8	4.7
			RANGE 1.5-6.0	RANGE 2.5-7.0

See page 49 for the graphic progress of sixth grade pupils. Line AB represents reading expectancy for the group. Line AC shows the pretest rate and point C is the mean pretest level for the group. Line CD represents the posttest rate of progress and point D is the mean for the group. The vertical bars with arrows shows the range for pretest and posttest levels.



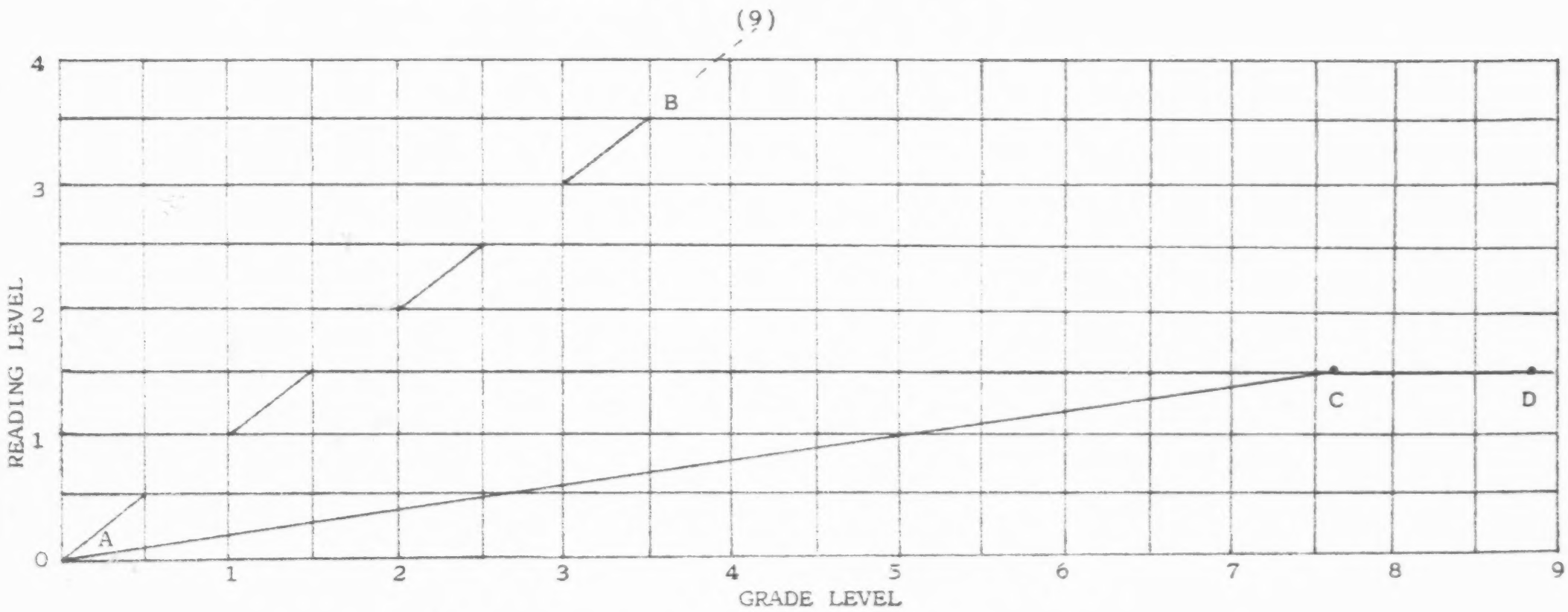
Graph 6: Progress of Sixth Grade Pupils

Graph 4 shows the mean pretest and posttest reading levels and the range of reading levels obtained by 21 fourth graders. Pretest level is 3.8 (point C) and posttest is 4.7 (point D).

Table 10: Achievement of one Seventh Grade Pupil.

	Pretest Grade level	Posttest Grade level	Pretest Reading level	Posttest Reading level
	7.6	8.8	1.5	1.5
MEANS	7.6	8.8	1.5	1.5

Graph 7: Progress of one Seventh Grade Pupil.



Line AB with extension should read 0-9. but graph limitation restricts the upper limit for the reading level. This pupil was reading at 1.5 pretest level and made no progress at posttest (point D).

Table 11 below, summarizes the mean gains for the 101 cases.

Table 11: Gains for 101 cases.

Grade	Number of cases	Pretest	Posttest	Pretest Range	Posttest Range
1	6	2.0	9.0	0-1.5	.5-3.0
2	18	13.0	33.5	0-2.0	.5-3.0
3	20	30.0	63.5	0-2.5	1.5-4.0
4	21	36.5	66.5	0-6.0	0 -6.0
5	23	63.5	89.0	.5-5.5	.5-6.5
6	12	41.5	51.5	1.5-6.0	2.5-7.0
7	1	1.5	1.5	1.5	1.5
TOTALS	101	188.0	314.5		
MEANS		1.9	3.2		
PRETEST RANGE				0-6.0	
POSTTEST RANGE				0.7.0	

When the cases are organized as to whether the students were instructed in the regular classroom or in remedial classes, the following information is made available.

Table 12: Gain by Type of Instruction.

Grade	Number of cases regular classroom	Pretest	Posttest	Grade	Number of cases remedial reading	Posttest Totals	Pretest Totals
1	4	2.0	5.5	1	2	0.0	3.5
2	9	8.0	19.5	2	6	2.5	8.5
3	15	27.0	50.0	3	4	3.0	12.0
4	14	28.5	47.0	4	3	1.5	9.0
5	23	63.5	89.0	5	0	0.0	0.0
6	10	37.5	48.5	6	1	4.0	3.0
7	1	1.5	1.5	7	-	-	-
GRAND TOTALS	76*	168.0	261.0		16*	11.0	36.0
MEANS		2.2	3.4			.7	2.3

When the pre and post test means are subtracted for each instructional setting, the 16 students in remedial reading classes averaged gains of 1.6 compared to gains of 1.2 for those instructed by classroom teachers.

*Unable to determine instructional setting from information available for all 101 cases.

Further analysis was concerned with the time factor involved. The average time lapse was determined for each individual case by finding the difference between the pre and post test dates.

Time Lapse in Months:

Date of post test _____

Date of pre test _____

Difference in months _____

The averages for each grade were subsequently determined. Finally, these were totaled and are reported in the Table 13, below. The mean gains in achievement for each grade level and for the total group are also reported.

Table 13: Average Gain By Months of Instruction.

Posttest Grade	Number of Cases	Average time lapse in months	Average gains or losses in months
1	1	18	6
2	6	12.83	17.0
3	20	14.05	14.40
4	18	13.11	20.0
5	20	15.90	16.80
6	23	15.17	12.78
7	10	15.40	13.20
8	1	14.0	0.0
TOTALS		144.7	151.8
MEANS		14.61	15.33

Observations and Implications of Retest Data.

The sampling of cases retested prohibits the drawing of any strong conclusions about the correcting of remedial reading disabilities solely through the classroom teacher. However, the following observations contribute to the forming of some rather convincing implications.

1. Apparently the diagnostic report with its individually tailored instructional program provides incentive for both teacher and child. We can surmise that a "Hawthorne" effect is produced and the child's academic fortunes are in many cases remarkably reversed. Even when employing a variety of statistical methods, the mean growth for most grade levels revealed substantial progress after the child had been tested. Approximately eighty percent of the children retested showed gains comparable to the months of instruction they received. Most of these 80 children gained sugnificantly more than the time they invested.

2. With the emphasis on earlier identification of reading disabilities, the greatest number of referrals came from the third grade. The results of the retesting justified placing this importance on earlier identification of the problem. The primary grade children gained significantly faster when the problem was recognized before it reached unmanageable proportions. On the other hand, the intermediate youngsters had a much harder time recouping their losses which were magnified by an overdue referral. It is strongly recommended that to continue this trend of early identification, the schools employ predictive type test batteries to supplement the more prevalent achievement testing.

3. The form of reporting the diagnostic information to the teacher has been modified since the start of the Project. It is too early to compare the effectiveness of the modified report, but these factors must be taken into consideration. If the spirit of both child and teacher is rekindled by intervention from an outside source, (the testing and subsequent report), then it is essential that this be done as soon as the teacher requests aid. The greatest service done for teachers appears to be the setting of reading levels, i.e. independent, instructional, frustration, capacity and the specific recommendations to remediate the problem. Both of these key sections were included in the modified report. Since the abbreviated reports were returned to the teachers in far less time than previously, they could get at remediating the problem faster. It follows then that the child experiencing frustration is able to be soothed just that much sooner. Another very important benefit was that a greater number of children could be served by the Clinic when the shorter modified report form was used.

B. In-Service Teacher Programs with Emphasis on Reading.

One of the first goals of the Project was to improve reading instruction. This goal was implemented through professional meetings with teachers and administrators, through Summer Workshops for school personnel, and through personal teacher conferences.

1. The Improvement of Reading Instruction Through Professional Meetings.

On April 22, 1970, the first professional meeting with classroom teachers was held at Ross Township Schools. From that date, a total of 131 meetings were held with a total of 6458 participants.

An advisory committee of teachers worked with the Northwest Staff to formulate the following objectives.

a. To offer field consultatory services in the area of reading at the request of school corporations.

b. To offer instruction in the teaching of reading at the request of the school corporations. Specific aims of the inservice instruction:

1) to demonstrate techniques and procedures in the teaching of reading to pupils using the disabled reader as the focal point of discussion and illustration.

2) to demonstrate methods, techniques, and procedures in the diagnosis of reading disabilities.

3) to demonstrate reading remediation practices.

4) to illustrate the use and proper incorporation of instructional materials and equipment in the teaching of reading.

c. To demonstrate reading remediation practices.

d. To illustrate the use and proper incorporation of instructional materials and equipment in the teaching of reading.

e. To help elementary and secondary teachers to realize that each is a teacher of reading, and to help determine the teacher's role in the reading program.

f. To meet teachers personally and help improve attitudes toward understanding the disabled reader.

g. To help teachers to continuously improve the reading instruction program.

Organizational Procedure

A request for an In-Service Program, which might include a lecture, a demonstration, or other instructional program, is presented to the Coordinator of Field Services. The program can be completed in one session or it may require a series of sessions with different persons for each session. The Coordinator selects the person or persons (Clinic Staff or ancillary reading personnel) best qualified to present that particular program. The structuring of instructional teams using the reading clinic staff and/or ancillary staff provides great advantage for both personnel and staff. Usually the meetings were scheduled for late afternoon. A few meetings were held on Saturday. Before the actual In-Service Program, questionnaires are often distributed by the school corporation liaison agent to determine the specific questions that the teachers want answered or the areas they want discussed within the In-Service Program. Frequently, similar programs are presented to several corporations, but the presentation is tailored to meet the needs of the school corporation being served.

After a mutually convenient date for the In-Service Program was determined, the host school provides the necessary facilities and issues the invitation through a school or corporation newsletter, local newspapers or personal communication.

The following is a sample outline which was used in a number of the professional meetings.

Directed Reading Lesson With Pupils

I. Teacher Planning

A. Plan lesson in terms of how it fits in with subject or unit under discussion.

B. Preread the material to determine what concepts and vocabulary the material develops.

C. Determine what skills and/or concepts should be taught.

D. Organize and collect supplementary aids and materials needed.

II. Readiness

A. Determine readiness for the subject.

B. Develop or extend background of information needed for understanding subject.

C. Determine and/or familiarize students with vocabulary or material

D. Set purposes (student and teacher) for lesson.

III. Guided Silent Reading

A. Have students engage in activity either as a group, small sub group or independently, depending on material and instructional needs.

B. Instill the reasons for reading silently before oral reading and rereading and for avoiding "sounding out" words.

C. Develop awareness of frustrational symptoms.

D. Discuss variety of ways of evaluating material read.

IV. Oral Rereading

A. Establish reasons for oral reading following silent reading.

B. Extend or acquaint group with methods of doing oral rereading as opposed to usual "round-robin" techniques.

V. Skill Development and Follow-up

A. Establish difference between developing a skill and reinforcing it as an independent activity.

B. Appraise understanding of group.

C. Acquaint or develop ways of teaching specific skills.

D. Explain and develop ways of correlating material with practical situations and/or other subjects being studied.

Program Evaluation

During the 1968-69 school year, a one page form was used to rate the effectiveness of the in-service programs. The following information is a summary of the responses.

Twenty-nine (87%) of the thirty-three school corporations and two Non-public schools used the Reading In-Service Program either through a program at their school or through attendance at another location. From a total of 3907 teachers and school personnel being serviced, 66% were primary teachers, 22% were intermediate teachers, and 12% were junior high or senior high teachers.

The mean rating of the effectiveness of the In-Service Program (rated by the participants on a scale from 0 to 5) is 3, the mode (the most common response) 4, and the median rating 4.5.

Seventy-four percent of the participants definitely wanted a follow-up in-service program. The remaining 16% were divided into the following: no = 8.5%, uncertain = 12.5%, and no response = 5.0%.

Participants recommended that the program take more time to cover more concrete ways to handle sub-groups, to explain how to set up flexibility in a room and how to develop non-gradedness. It was felt that the speaker covered too much in the limited amount of time and participants expressed the desire for smaller group meetings to share common problems and ideas.

Participants felt that the in-service program has been very strong in its direct approach to the problem of reading. The speaker gives

the straight truth in a concrete, specific, practical language which conveys the meaning and importance of a reading program.

Participant recommendations and comments are used to improve and prepare future in-service programs which can be of more help to teachers and school personnel.

CONCLUSION

As the In-Service Program progressed, there was an increase in the number of corporations and teachers participating. The increase in the number of requests for in-service training revealed a growing cognizance of reading disabilities and the corresponding impact on the school corporations in such areas as:

a. Curriculum practices
b. Guidance and counseling program
c. Teacher preparedness in the teaching of reading
d. Preparation and procurement of instructional materials
e. Role with parents in the reading disability area

A variety of topics and areas were covered during the in-service sessions and most of the topics were either teacher initiated or locally initiated by administrators. The topics were selected to meet the specific needs of the school corporation being served.

Clinic staff and ancillary personnel were utilized together to present a more informative and advantageous in-service program. Corporations cooperated and shared facilities with other school corporations in the surrounding geographical area. This combined cooperation enhanced the success of the In-Service Program and its functioning.

The In-Service Program stimulated interest and new enthusiasm in the teachers and proved to be helpful to teachers and principals who had no courses in the area of reading. The distribution of a selected packet of handouts arranged and mimeographed by the Center also proved to be helpful and educational to the teachers.

Participants in the In-Service Program provided feedback through their responses to Form 102, and this feedback has been the basis for future programs. It is positive proof that the In-Service has been effective in fulfilling its objectives.

III. B. In-Service Teacher Programs (continued).

2. Improvement of Reading Instruction Through Summer Reading Workshops For School Personnel.

Workshops were organized during the summers of 1967, 1968, and 1969. With hurried preparation in 1967, the program enrolled 683 participants. In 1968 the number of participants increased to 850, but lack of funds decreased the number in 1969, to 173 participants.

Since the programs were different for each summer, they are reported separately.

1967 Workshop

a. Objectives of the Workshop Program.

To familiarize the participants with basic principles of good reading instruction, basic principles of diagnosis and remediation of reading difficulties, guidelines for identifying the student with unique learning needs, a variety of appropriate materials available for developing different kinds of reading skills and abilities in students, and familiarize participants with trends and innovations in reading instruction at all levels.

b. Implementation Of The Workshop Program.

To provide an extensive summer reading workshop, four summer workshop centers were established in strategic locations in the area. They were: Gary-Portage Center, Griffith-Crown Point Center, Hammond-Lake Village Center, and Knox-Winamac-New Prairie-Hebron-Valparaiso Center. An administrative and instructional staff was selected to design and implement a summer reading workshop program for each of the four centers. Consultants and visiting instructors were selected to participate in the workshop program as needed, when deemed necessary by the workshop administrator and his instructional staff. Each of the four workshop center programs was organized in terms of a six-hour day and five-day week with five separate one-week programs of instruction. Each participant was paid $50 a week for his participation.

C. Attendance at the Workshop.

Table 14: Number of Participants at each Workshop Center

Workshop Center			Attendance
Griffith			203
Hammond			169
Gary			166
Knox			145
TOTAL			683
Public School Employees			88%
Non-Public School Employees			12%
Elementary	82%	Secondary	18%
Male	8%	Female	92%

Table 15: Teaching Assignments of Workshop Participants.

Teaching Assignments		Teaching Assignments	
Kindergarten	3%	Grades 7-9	11%
Grades 1-3	46%	Grades 10-12	3%
Grades 4-6	30%	Special Areas Secondary	1%
Special Areas Elementary	6%		

d. Evaluation of the Workshop Program.

The technique employed to assess the effectiveness of the summer reading workshop program was a written evaluative instrument. The participants responded first to a Pre-Workshop Inventory, and at the conclusion of the workshop program, a Post-Workshop Inventory. These instruments were designed to measure the degree of success in which the attitudes, skills and knowledge gleaned from workshop training had changed. On Monday of each workshop, participants checked the Pre-Inventory. The Post-Inventory was administered to the participants at the final and concluding meeting of the workshop on Friday of each week. It was hypothesized that some indication of the knowledge, understanding and cognizance in reading would be revealed by comparing pre and post inventory.

e. Conclusions Based on the Opinions of Participants - 196

1) Ninety-four percent of the participants felt that the workshop week was of moderate to high value.

2) Eighty percent of the teachers felt they needed more instruction in two notable areas: methods and techniques of reading disabilities.

3) Apparently the instructional staff was successful in attaining one of the major objectives of the workshop program, viz., a presentation of varies theoretical and practical approach to the teaching of reading. On rating the extent to which various approaches to the teaching of reading were presented and discussed in the workshop, 3% rated it low, 14% rated it medium, and 82% rated it high. Eighty-four percent of the participants felt the workshop successfully dealt with various topics of instructional reading phases.

4) The continued "moderate value" to "high value" rating of seventy-six percent to ninety-seven percent of participants in all the ten areas of reading, measured in the pre and post inventories, suggest that the workshop instruction was highly effective in attaining the objectives.

1968 Workshop

a. General Objectives

1) To familiarize the participants with basic principles of good classroom reading instruction.

2) To familiarize the participants with the basic principles of diagnosis and remediation of reading disabilities.

3) To acquaint participants with current diagnostic instruments and a variety of instructional materials available for developing reading skills.

4) To familiarize participants with trends and innovations in reading instruction.

b. Specific Goals.

1) Understand the workings of an effective reading program.

2) Teach how to correctly determine a childs reading level placement.

3) Effectively plan and organize instruction to meet individual disabled readers needs.

4) Administer diagnostic tests and teach methods of word recognition and comprehension.

5) Teach methods and techniques useful to teach reading in the content areas.

6) Teach ways to build reading interests and positive attitudes.

c. Administration of the Workshop.

Instructional Workshops were established at eight locations (Griffith, St. John, Knox, LaPorte, Portage, Crown Point, Hammond, and Valparaiso). The eight locations were administered by four workshop administrators responsible for two locations. An administrative and instructional staff was selected to design and implement the summer reading workshop program. Each workshop center was designed for a six-hour day and five-day week. The Workshop had two phases. Phase I was designed to meet the instructional reading needs of classroom teachers who had not attended the 1967 Workshop or had not taken formal reading courses. Phase II was designed to meet the instructional reading needs of classroom teachers who had attended the 1967 Workshop or had completed formal reading courses.

Both phases made provisions for both the elementary and secondary teacher and both place emphasis on skill development in the content area. High-lights of the program included demonstrations of reading techniques and methods of teaching reading, working with children on diagnosis and design of individual ized programs of instruction, visit to the Northwest Reading Clinic, and a review of innovative reading materials (soft-ware and hardware) on display at the Clinic.

The Workshop Program served 850 teachers. Each participant received a stipend of $50.00 upon completion of the workshop week.

d. Evaluation of the Workshop

Two evaluative techniques were employed in assessing the effectiveness of the Workshop Program. The first technique was a comparison of Pre-Workshop Inventory, at the beginning, and at the conclusion of the Workshop Program they were given an opportunity to respond to Post-Workshop Inventory. The second technique was a follow-up evaluative instrument mailed to participants six months after the completion of the Workshop. The instrument was designed to measure the degree to which the attitudes, skills, and knowledge gained from the Workshop training has been implemented in classroom teaching.

As can be seen from Table 16. , comparing the knowledge and understanding of 17 items directly related to the teaching of reading, positive gains were acquired by the Workshop participants as a result of Workshop attendance. This data shows significant gain in knowledge of Clinic diagnostic procedures, knowledge and understanding of the use of an Informal Reading Inventory, understanding of some of the causes of reading disability, training of teachers in the use of reading tests, development of methods and techniques to be used in the teaching of reading and determining reading levels.

Also, Table 16, page 67, is based on participant response to each item. Each participant rated the item using a 0-9 scale. The mean of each item on Pre and Post Inventories are shown. By comparing the two means, the gain is shown.

Table 16: Mean Ratings of Pre and Post Inventory Items.

Pre-Inventory Mean	Post Inventory Mean	Gain*	Items on Pre and Post Inventories
5	6	+1	Materials and equipment used in the teaching of reading.
5	6	+1	Methods and techniques used in the teaching of reading.
4	6	+2	Diagnostic techniques and materials (tests) used in the teaching of reading.
5	6	+1	An effective reading program.
5	6	+1	Determining reading levels.
4	6	+2	Causes of reading disabilities.
5	6	+1	Determining child placement in reading.
5	6	+1	Planning and organizing reading instruction to meet individual needs.
5	6	+1	Techniques and procedures for developing reading skills, interests, and attitudes toward reading.
5	6	+1	New trends in reading
4	6	+2	Informal reading inventory.
5	6	+1	Individualized Reading.
4	6	+2	Use of Stanford Diagnostic Reading Test.
5	6	+1	Methods in teaching word recognition.
5	6	+1	Teaching Comprehension Skills.
5	6	+1	Reading in the Content Area.
3	6	+3	Knowledge of Clinic Diagnostic Procedures.

e. Conclusions Based on the Opinions of Participants - 1968.

1. Nine-three percent of the participants assigned a moderate to high value rating of the Workshop Program effectiveness. Nine-four percent felt the Workshop was valuable.

2. Eighty-five percent of the participants felt that they would attend another reading workshop developed along similar lines.

3. Almost seventy percent of the participants felt that they needed more instruction in the methods and techniques of teaching reading; and in the use of diagnostic techniques and materials.

4. Sixty percent of the participants rated the overall presentation of the instructional team as outstanding or excellent.

f. Follow-Up Study.

An affective inventory was sent to 200 randomly selected participants six months after the conclusion of the Workshop. This was an attempt to see if the participation in the 1968 Summer Reading Workshop had in fact changed the teaching-learning activities in the classroom.

In general, the results were positive and encouraging. The grand mean on all the 11 points rated was 6.5 on a 0 (low) to 9 (high) scale. The best influence reported was in motivation provided to change classroom emphasis in reading, - 7.0. The least influential area reported was in materials and equipment used, - mean rating 5.8.

1969 Workshop

a. General Objectives.

To provide teachers, supervisors and other personnel directly related to teaching reading, with a set of diagnostic reading materials suitable for use in the regular classroom and/or in the Remedial Reading situation. Participants were expected to learn the proper administration, scoring and interpretation of each test by actually following through and using it.

b. Specific Objectives.

1.) Proper introduction and acquaintance with each test so as to know its usefulness and limitations.

2.) Administer each test successfully to a subject at least once.

3.) Proper scoring of each test administered.

4.) Interpretation of each test administered and be able to know what can and cannot be obtained from the test.

5.) Proper reporting of the test results.

6.) Useful implications as to teaching based on the diagnostic results obtained.

7.) Determining child's strengths and weaknesses in the reading area based upon test results.

c. Administration of the Participation Workshop.

In order to provide as extensive a summer reading workshop as possible, with view toward meeting the needs of teachers in the Cooperative, ten instructional Workshop Centers were established in convenient geographical areas served by the Project. Workshop Centers were selected in terms of the following criteria: 1.) density of teacher population, 2.) availability of good physical facilities, and 3.) ease of transportation to and from the center. Operating

workshop locations were established in Crown Point, (Solon Robinson School), Gary (Horace Mann High School), Griffith (Griffith High School), Hammond (Miller Elementary School), Hobart (Hobart High School), Knox (Knox High School) LaPorte (Tenth Street School), Michigan City (Barker Junior High School), St. John (Lake Central High School), and Valparaiso (Parkview Elementary School). Each workshop location was staffed with personnel from the Center to meet the enrollment needs. Small groups were necessary to provide effective teaching of each diagnostic instrument. Each participant attended their respective afternoon session (1:00 - 4 p.m.) three times with one week between each session. This gave the participant the time needed to administer the tests before the following session.

d. Diagnostic Instruments Used in the Workshop

1.) Peabody Picture Vocabulary Test
2.) Huelsman Word Discrimination Test
3.) Pupil Progess Series - Diagnostic Reading
4.) Wepman Auditory Discrimination Test
5.) Dolch 95 Basic Nouns Test
6.) Dolch 220 Basic Sight Vocabulary Test
7.) Gates-MacGinitie Reading Tests
8.) Boyd Test of Phonetic Skills
9.) Bond-Balow & Hoyt Developmental Reading Tests
10.) Clymer-Barrett Prereading Battery

These tests were selected because it was felt they gave a representative sampling and somewhat comprehensive listing of the types of tests available for the classroom teacher to use. The selection of these tests does not imply that other tests are not worthwhile or readily available. We felt these tests could best do the job of introducing a battery at many levels to acquaint the teachers with what is available and what can be done with the proper use and interpretation of them.

The impact of the program was measured by means of an opinionnaire received from 173 participants who completed the workshop. The rating of effectiveness and comments were very encouraging.

e. Conclusions Based on the Opinions of the Participants.

1.) Eighty-eight percent (88%) of the participants assigned a high value rating of the Effectiveness of the Program.

2.) Seventy-five percent (75%) of the participants indicated they would want a similar type next year.

3.) Ninety-six percent (96%) of the participants responded that the Workshop made them sufficiently familiar with the diagnostic tests so that they could comfortably use them.

4.) Most of the instruments were applicable to their educational situation and would be used.

5.) The favorable and positive comments far outnumbered the unfavorable and negative ones.

Final Workshop Summary

a. A total of 1706 participants successfully completed the workshop programs during the three summer sessions (683 in 1967, 850 in 1968, and 173 in 1969). Many others completed or participated in parts of the workshop program but for various reasons were unable to complete the sessions.

b. Most of the participants rated the workshops highly effective and of great benefit.

c. Much handout material (teaching suggestions) and diagnostic material was distributed. The teachers felt this very helpful and an invaluable aid to their reading program.

d. Many new approaches, current trends, and updated materials were introduced and presented in practical format. The teachers appreciated these honest appraisals.

e. Many school corporations cooperated, as well as public and non-public teachers, successfully, in actually implementing the workshop programs.

f. Most teachers felt the objectives of the workshop were worthwhile and were successfully attained.

g. The interrelatedness of the identification, diagnostic, and remediation phases of the reading program were emphasized. The teachers appreciated seeing the total picture and how they fit together in unity.

h. Most participants emerged from the workshop programs with enthusiasm and appreciation for the importance of reading in our world today.

3. Improvement of Reading Instruction Through Teacher Conferences

During the first week of October 1969, and runing through March, 1970, conferences were held between Northwest Reading Clinic staff members and the current teachers of pupils tested by the clinic. The six hundred seventy pupils involved had been tested by the Northwest Reading Clinic during the 1967-68 and 1968-69 school years. In each case the staff member went to the school building.

The purpose of these conferences was to learn about possible factors affecting the pupils' learning conditions which might suggest ways in which the clinic staff could be more helpful.

Teachers were interviewed in all of the school systems served by the Northwest Multi-Service Educational Center. Teachers responses to questions concerning the pupils' learning conditions were written by the interviewer. During the conference, mimeographed teaching suggestions were given to the teacher as needed.

Later, the teachers' responses to the questions that were discussed during the conferences were analyzed more carefully and generalizations were drawn from them. Specific recommendations for improving the teaching-learning situations of pupils evaluated by the clinic were offered to the school systems.

Table 17: Teacher Conference-Questions and Responses -- Based on 670 Cases.

	Response		Percent
1. Has the teacher read the Reading Evaluation Report?	yes	348	52
	no	277	41
	unanswered	45	7
		670	100

	Response		Percent
2. Was the teacher aware of the Reading Evaluation report if he had not read it? (based on no response of item 1)	yes	58	21
	no	216	77
	unanswered	3	2
		277	100
3. Does the child show progress in learning to read?	yes	477	71
	no	151	23
	unanswered	42	6
		670	100
4. Does the child show evidence of having a personal adjustment problem?	yes	250	37
	no	384	57
	unanswered	36	6
		670	100
5. If the child has a personal adjustment problem, it it hinde.ing his reading progress? (based on yes response of item 4)	yes	188	75
	no	46	18
	uncertain or unanswered	16	7
		250	100
6. Is the child making progress in subjects other than reading?	yes	415	62
	no	177	26
	uncertain or unanswered	78	12
		670	100
7. If the child is not progressing in subjects other than reading, is it because poor reading is hindering him? (based on no respone of item 6)	yes	131	74
	no	35	20
	unanswered	11	6
		177	100
8. Is the child receiving any special reading instruction outside of his regular classroom?	yes	183	27
	no	441	66
	unanswered	46	7
		670	100
9. Does the teacher feel that she needs additional teaching materials to help this child?	yes	197	29
	no	241	36
	uncertain or unanswered	232	35
		670	100

CONCLUSIONS

1. More than half (52%) of the pupils' reading evaluations reports had been read by the teachers. A large number of the reports (41%) had not been read prior to the conference.

2. Teachers of three-fourths (77%) of the pupils tested whose reports had not been read had also been unaware of the existence of the reports.

3. Nearly three-fourths (71%) of the pupils tested were reported by their teachers as showing progress in reading.

4. More than half (57%) of the pupils were reported to be free from personal adjustment problems. A large number (37%) were considered to have such problems.

5. Three-fourths (75%) of the pupils who were reported to have personal adjustment problems were considered to be hindered in making progress in reading because of these problems.

6. More than half of the pupils (62%) were reported to be making progress in subjects other than reading. About one-fourth (26%) of the pupils were reported to be making no noticeable progress in subjects other than reading.

7. Poor reading ability was considered to be hindering progress in learning for about three-fourths (74%) of the pupils who had been reported as making no progress in subjects other than reading.

8. About one-fourth (27%) of the pupils were reported to be receiving special reading instruction outside of their regular classrooms. Two-thirds (66%) of the pupils were reported to be getting no such instruction.

9. It was reported that additional teaching materials are needed for about one-third on the pupils (29%).

RECOMMENDATIONS

1. Steps should be taken to make sure that the reading evaluations reports are made readily available to the pupils' current teacher. Teachers should be made aware of the reports and be expected to read them. A teacher-principal conference about the contents of the reports might be very helpful.

2. Efforts should be made to provide adequate guidance services for all pupils who have personal adjustment problems that are hindering their academic progress. More than 25% of the pupils covered by this report appear to need adequate guidance.

3. About one-fifth (19%) of the pupils were reported to be making no progress in academic subjects because of poor reading skills. Perhaps more extensive use can be made of audio-visual materials for these pupils. The level at which each of these pupils can read independently should be recognized when their assignments are made.

4. School systems should make continuous efforts to provide adequate special reading instruction for these disabled readers. At present most of the pupils covered by this report (66%) receive no such instruction.

5. Additional reading instructional materials should be provided to those teachers who need them. This may partly involve more adequate accessibility of present instructional materials. In-service training in the use of these materials might be necessary.

C. SUMMER READING SEMINARS ---- 1967, 1968, 1969.

The Summer Reading Seminars enrolled regular classroom teachers from the public and non-public schools of Northwest Indiana. The graduate courses under the direction of Valparaiso University, provided foundation and methodology for the improvement of Reading Instruction. Also, participants who completed the Practicum course were skilled in reading diagnosis.

The Seminar program for 1967 was set up to service forty participants and graduate credit was to be given for the courses taken during the Seminar. A stipend of $600 for the six-week period was granted to help defray tuition and expenses.

The local educational agencies (Public and non-public) from the seven counties were to select their own respective participants. Since the Seminar was set up to service forty participants, each agency was requested to nominate two teachers and the larger school corporations could nominate more than two participants. The forty participants were selected from a total list of eighty-five nominees.

Participants with insufficient backgrounds in reading courses were placed in Education 212, Foundations of Reading, a two-credit hour course, and Education 220, Improvement of Reading Instruction, a three-credit hour course. Education 212 was offered for the first three weeks, June 19 to July 7, and Education 220 was offered from July 10 to July 28. Twenty-one participants were enrolled in this division of the Seminar.

Participants who had sufficient background in reading courses were placed in Education 323, Research in Reading, and either Education 327, Remedial Reading or Psychology 315, Problems in Personality Theory, all three-credit hour courses. These courses were offered as a continuous six-weeks program. There were nineteen participants enrolled in

Education 323, eleven enrolled in Education 327, and eight enrolled in Psychology 315. The latter course was offered because these eight participants had already taken the other courses being offered. The participants who were enrolled in Remedial Reading actually worked part of the time with children who were in the Summer Remedial Program in the local Valparaiso Community Schools. This offered the participants some practical experience.

The Seminar program for 1968, was set up to service eighty participants, forty students in a beginner program for teachers with a limited course-work background in reading, and forty students in an advanced program. A stipend of $500 for the beginner seminar and $250 for the advanced seminar was granted to help defray tuition and expenses.

The local educational agencies (Public and Non-public) from the seven counties were to select their own respective participants. Since the Seminar was set up to service eighty participants, each agency was requested to nominate two teachers for the beginner seminar and two teachers for the advanced seminar. The larger school corporations could nominate more than four participants. The eighty participants were selected from a total list of one hundred thirty-four nominees.

Participants with limited backgrounds in reading courses were placed in the beginner seminar which consisted of Education 212, Foundations of Reading, a two credit-hour course, and Education 220, Improvement of Reading Instruction, a three credit-hour course. Education 212 was offered for the first three weeks, June 17 to July 2, and Education 220 was offered from July 8 to July 30. Forty-one participants were enrolled in this division of the Seminar.

Participants who had a greater background in reading courses were placed in the Advanced Seminar. Those who had only beginning courses in

reading were placed in Education 323, Research in Reading, and Education 327, Remedial Reading. Those who had taken these courses were enrolled in Education 329, Clinical Practicum in Reading, and Psychology 203, Statistical Methods for the Behavioral Sciences. All these were three credit-hour courses. These courses were offered simultaneously as a continuous six-weeks program. There were twenty-two participants enrolled in Education 323, twenty-three enrolled in Education 327, thirteen enrolled in Education 329, and thirteen enrolled in Psy chology 203. The participants who were enrolled in Remedial Reading actually worked part of the time with children who were in the Summer Remedial Program in the local Valparaiso Community Schools.

The Clinical Practicum in Reading offered opportunities for the participants to work directly with at least two students in both diagnosis and remediation of reading difficulties. In addition to one hour of instruction each day by the practicum professor, three clinic diagnosticians were assigned as supervisors to aid participants as they worked directly with students. Practicum participants met with the diagnosticians both formally and informally for one hour each day, and then with children for two hours daily.

Budget reduction which became effective on June 13, 1969, permitted only the practicum course to be offered in 1969. Fifteen participants enrolled and completed the course with Valparaiso University. No stipend was given for tuition and other expenses.

The Practicum was designed to provide a situation in which participants would gain an understanding of measurement and statistical principles applied to reading test interpretation, and an understanding of as well as experience implementing the diagnostic and remedial processes. The formal objectives set forth for the course were as follows:

1. To gain an understanding of the principles of standardized measurement.

2. To gain proficiency in application of measurement principles to diagnostic tests, both standardized and informal.

3. To understand the steps in the diagnostic procedure.

4. To become acquainted with the administration of tests specifically designed for the assessment of strengths and weaknesses in reading.

5. To gain facility in the interpretation of diagnostic instruments.

6. To understand the significance of measured, reported and observed inhibiting factors related to reading achievement and deficiency.

7. To gain skills in summarizing and communicating information derived from the diagnostic evaluation.

8. To gain familiarity with a variety of remedial reading materials and techniques.

9. To gain an understanding of the principles of remedial reading instruction.

10. To gain proficiency in the application of remedial principles and techniques in a one-to-one teaching-learning situation.

11. To gain facility in planning and organizing a program of instruction for the disabled reader.

12. To gain skills in summarizing and communicating the outcomes of remedial instruction.

CONCLUSIONS

1. A total of 106 different participants (teachers) enrolled during the three summers. Each participant was nominated by a local public or non-public agency from Northwest Indiana.

2. There were twenty-six (26) participants who completed the practicum course in 1968 and 1969. At least four more have completed during 1970 for a total of 30 in all.

3. Of the thirty (30) participants who are qualified to do diagnostic testing in reading, 24 are associated with Northwest Educational Center as clinicians or diagnosticians.

IV. PROJECT IMPACT AMONG THE SCHOOLS OF NORTHWEST INDIANA

It is now five years since Paul W. Lange and Wayne E. Swihart, both professors at Valparaiso University, conceived the ideas which resulted in the planning and operational grants for this project. It is difficult to assess the full impact of the project at this time but some of the significant achievements will be described briefly in the following pages.

A. The Northwest Indiana Elementary and Secondary School Cooperative.

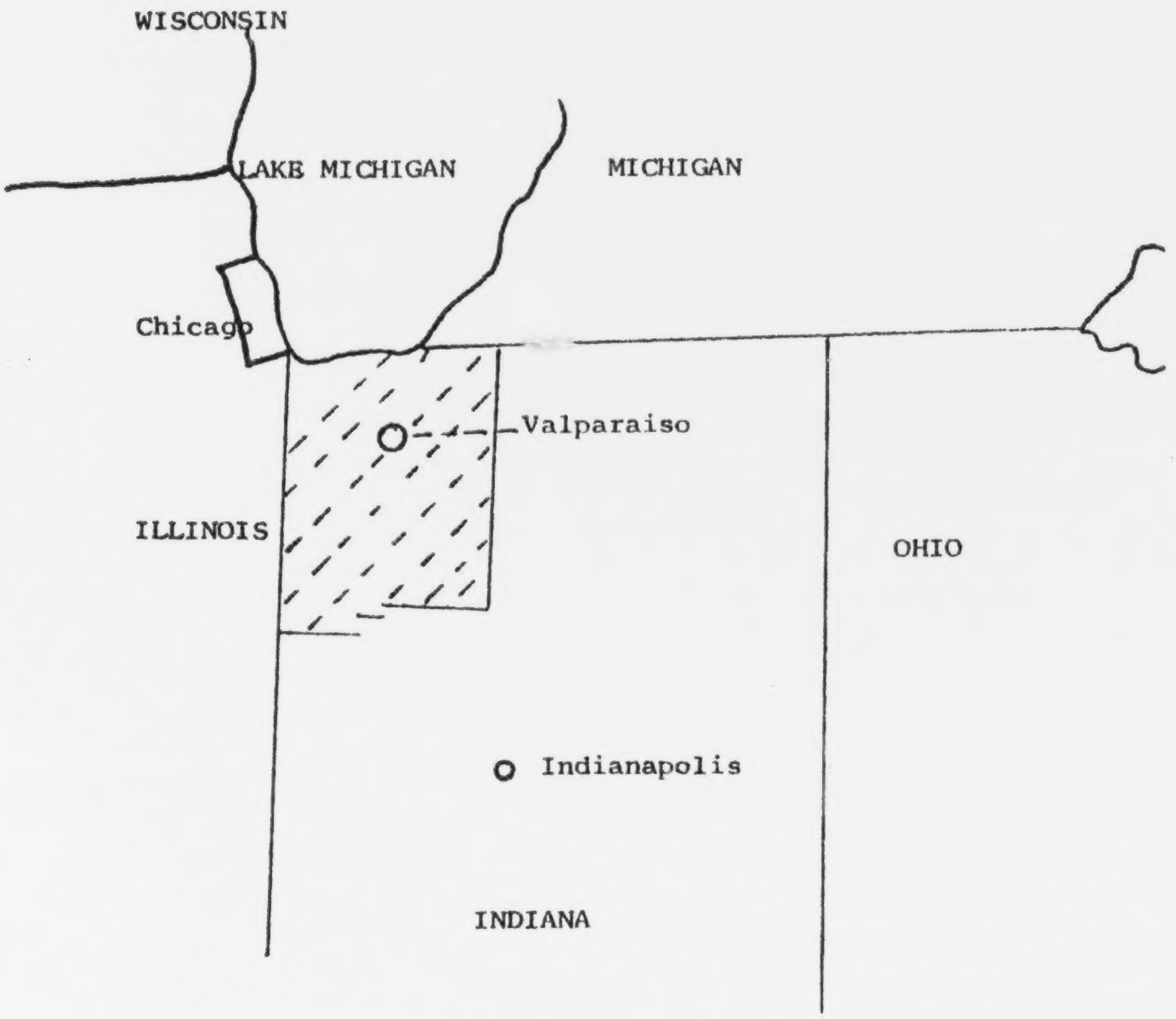
In September and October of 1965, school superintendents or a representative met at Valparaiso University for discussions about Public Law 89-10. From these discussions came the decision to apply for the planning grant. The application was prepared and sent to the United States Office of Education on November 10, 1965. After approval of the application, the Northwest Indiana Elementary and Secondary School Cooperative was formally organized (see Geographic Chart 1). From this organization came the application for the operational programs through Federal funding.

Table 18, lists all the local public agencies in Lake, Porter, LaPorte, Starke, and Pulaski Counties and North Newton in Newton County, and Kankakee Valley in Jasper County along with the non-public agencies who joined in the programs. Cooperation among these agencies has set the pattern for school cooperatives. Table 19, lists the local agencies which will continue to support the program as a cooperative or budget member.

The Northwest Educational Center will continue to serve the budget members which have signed a joint-services agreement.

Geographic Chart 1:

NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE



Descriptive Data - - - - - - - - - - - - - - - - - August 31, 1970

School Enrollment - - - - - - - - - - - - 245,500 pupils.
(public and non-public)

Estimated population of the area - - - - - - - 850,000.

Local Educational Agencies - - - - - - - - - 35.
(32 public and 3 non-public)

Valparaiso Community Schools served as the Local Agency for receipt and disbursement of funds.

Table 18: Participants of the Northwest Indiana Elementary and Secondary School Cooperative.

COUNTY	SUPERINTENDENT
JASPER COUNTY	
Kankakee Valley School Corporation	James F. Moore
LAKE COUNTY	
Crown Point Community School Corporation	Robert J. Brannock
East Chicago, School City	Robert Krajewski
East Gary, School City	Kosmas Kayes
Gary, School City	Gordon McAndrew
Griffith Public Schools	William R. Cheever
Hammond School City	Robert Medcalf
Hanover Community School Corporation	Paul Scamihorn
Highland, School Town	Allen J. Warren
Hobart City Schools	Kenneth E. Norris
Lake County Schools	Richard G. Abel
Lake Central School Corporation	George Bibich
Lake Ridge Schools	Alfred Speck
Munster Public Schools	Frank H. Hammond
Ross Twp. School Corporation	Edgar L. Miller
Tri-Creek School Corporation	Wilfred Ogle
Whiting School City	Stephen B. Fowdy
LAPORTE COUNTY	
Clinton-Hanna-Noble Consolidated School Dist.	John R. Dunk
LaPorte Community Schools	Harold Hargrave
LaPorte County Schools	King W. Groff
Michigan City Area Schools	Ara K. Smith
New Prairie United School Corporation	Leo W. Arvin
NEWTON COUNTY	
North Newton School Corporation	William R. Freel
PORTER COUNTY	
Duneland School Corporation	Karl Speckhard
Portage Township Schools	Ralph Kelley
Porter County Schools	Calvin B. Willis
Valparaiso Community Schools	G. Warren Phillips
PULASKI COUNTY	
Eastern Pulaski Community School Corporation	Harry Cords
West Central School Corporation	Luther E. Zehr
STARKE COUNTY	
Knox Community Schools	Ralph P. Harbison
North Judson-San Pierre School Corporation	Kermit D. Weddell
Oregon-Davis School Corporation	Donald Peregrine
NON-PUBLIC	
Lutheran	Waldemar Beckman
Catholic	Msgr. Melevage
Christian	Richard Jolink

Table 19: Joint-Services Members ---- August 31, 1970

LOCAL AGENCY (PUBLIC)	TYPE OF MEMBERSHIP	
School Corporation	Budget	Cooperative (non-budget)
Crown Point Community School Corp.	X	
East Chicago, School City	X	
East Gary, School City	.....	X
Gary, School City	.....	X
Hanover Community School Corp.	X	
Lake County Schools	.....	X
Michigan City Area Schools	X	
North Newton School Corporation	X	
Porter County Schools	.....	X
Valparaiso Community Schools	X	
West Central School Corporation	X	
Whiting, School City	X	
LOCAL AGENCY (NON-PUBLIC)		
Catholic, Diocese of Gary Schools	.....	X
Highland Christian School	.....	X
Lutheran Schools	X	

B. Individual Diagnostic Techniques to Determine Reading Expectancy And to Establish Levels of Current Reading Performance.

The staff at the Northwest Educational Center has developed a diagnostic technique which can be administered to most disabled readers in 90 minutes on an individual basis. This diagnosis requires a skilled diagnostician. During the summer of 1970, each diagnostician tested two pupils during the morning and prepared the rough reports for typing during the afternoon. After the office had typed the complete report it was delivered to the school. Usually mimeographed hand-out materials were included with the report. In most cases the time lapse from testing of the pupil to delivery of the report and materials was one week. This timing can be compared to earlier reports which required four weeks or more. Every effort has been made to get a quality report to the instructor as quickly as possible.

Form 126 (see pages 85-86) was used as the basis for reporting the test results. The Work Sheet items (see pages 87-88) which applies to the child were selected by the diagnostician to be included as part of the report, and Form R-201 (see page 89) was completed at the office and stapled to the report as the cover page.

Earlier reports were much more detailed and required more pupil and diagnostician time. Also, teachers needed greater effort to understand the report and many did not use the report for that reason.

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER
P.O. Box 295, Valparaiso, Indiana 46383
Dial 219 - 462-8580

FORM 126: READING DIAGNOSTIC DATA SHEET DATE _____

I. Information provided by the School Officials:

A. Personal Data:

1. Child's name _____ (M) _____ (F) _____

2. Grade _____ School _____ _____
(building) (Corporation)

3. Birthdate _____ Validated by _____ Grade repeated _____

B. Testing History:	Name of Test	Form	Results (IQ; percentile &/or Grade Placement)	Date Given
4. Achievement Test				
5. Intelligence Test (Group or Individual)				
6. Diagnostic Reading Test				

II. Individual Reading Evaluation: Chronological Age: ____ ____
(years & months)

(Data provided by the Reading Diagnostician)

A. Mental Ability:

7. Peabody Picture Vocabulary Test: I.Q. _____ M.A. _____

8. Approximate Reading Expectancy _____

B. Word Recognition in Isolation:

9. Huelsman Word Discrimination Test _____

C. Daniel's Word List:

10. Sight Vocabulary _____

11. Word Analysis Skill _____

D. Informal Reading Inventory Levels:

12. Independent Level _____

13. Basic Instructional Level _____

14. Frustration Level _____

15. Listening Capacity _____

16. Word Recognition in Context is adequate at _____ level.

17. Comprehension is adequate at _____ level.

III. Summary of Reading Skills: (To be completed by Reading Diagnostician)

18. Oral Reading Habits _____

_____

_____

_____

19. Silent Reading Habits _____

_____

_____

_____

20. Primary Reading Problem Area _____

_____

IV. Additional comments by the Reading Diagnostician. (Give comments, suggestions, referrals to aid the classroom instructor and school officials.)

_____ _____

(testing date) (name of Diagnostician)

WORK SHEET _____ (child's name)

IV. Summation of Clinic Supervisor.

1. Mental ability is (below average, average, above average). His/her present reading expectancy is about _____ reader level. His/her mental ability should be further evaluated with an individual test because of the wide discrepancy in his/her scores.

2. His/her grade placement is _____. His/her instructional level is _____ reader level.

3. (Remedial, corrective, developmental) reading instruction should be given (in a small group outside the regular classroom, a small group in the regular classroom, the regular classroom and setting, individual tutorial setting, clinical setting).

4. Reading instruction should emphasize improvement of (perceptive skills, sight vocabulary skills, word analysis skills, comprehension skills):

a. In the area of perceptive skills he/she should be taught to recognize visual likenesses and differences in letters and in words. He/she should learn to scan words and sentences from left-to-right. He/she should be taught to recognize auditory likenesses and differences in letters and in words. He/she should become able to recognize the number of sounds in spoken words (auditory discrimination).

b. In the area of sight vocabulary skills he/she should be taught to recognize instantly all of the Dolch 95. The Dolch 220 basic sight words should be introduced after the 95 nouns are mastered. Both of these lists can be taught in isolation, in phrases, or in context. New words in the content fields should be carefully introduced.

c. In the area of word analysis he/she needs to learn

_____

_____

d. In the area of comprehension skills he/she should be taught to locate information, find the main idea in a story, follow printed directions, and see relationships between ideas. Simple outlining and reporting can be assigned to give practice on these skills.

5. Improvement of his/her oral reading ability should involve development of a pleasing voice quality, adequate volume, clear and distinct enunciation, accuracy in pronunciation, and ability to express meaning to listeners. In addition to reading orally with his/her teacher, perhaps he/she can read orally for another adult or a dependable pupil.

6. Picture books and high interest-low vocabulary reading materials should be provided. Motivation might be improved by using book report charts and contests. Homework should involve review of previously taught material. Discussion of the material read should be provided.

7. (Hearing and vision) should be further evaluated by specialists in those areas. He should be further evaluated by a neurological specialist. He should receive a thorough physical examination from the family physician. He should receive a further psychological evaluation at one of the County Guidance or Mental Health Clinics, Family Service Clinics, or private counseling centers.

_____, Supervisor

NORTHWEST MULTI-SERVICE EDUCATIONAL CENTER
P.O. Box 295, Valparaiso, Indiana 46383
Dial 219-462-8580

FORM R-201: Administrative Explanation of Clinic Report (revised, 9-17-69)

I. Persons receiving the Clinic Report.

1. _____ _____
(reading liaison) (corporation)

_____ _____ _____ _____
(street) (city) (state) (zip)

2. _____ _____
(teacher in charge of instruction) (building)

II. Explanation.

The pupil who is identified below has been examined by diagnosticians from the Northwest Reading Clinic, or Clinicians working under the supervision of the Clinic. The attached material may contain confidential information regarding pupil ability and educational programming.

One copy of the report is sent to the Reading Liaison and one copy is given to the teacher who is instructing the pupil. Additional copies will be issued to other authorized school personnel upon request.

_____ Wayne E. Swihart, Project Director Date _____

Public Law 89-10, Title III, serving school corporations, (Public and Non-Public), which are affiliated with the NORTHWEST INDIANA ELEMENTARY AND SECONDARY SCHOOL COOPERATIVE.

III. Identifying pupil information: _____ _____
(date of examination) (case number)

1. Name of pupil _____ _____ _____
(first) (middle) (last)

2. Address _____ _____ _____ _____
(street) (city) (state) (zip)

3. Name of parent or guardian _____

4. Classroom teacher at the time of referral _____

5. School building _____ Building Principal _____

6. Date of referral _____ Assigned grade at time of referral ____

7. Reasons for referral: The following reasons for referral are quoted from the referral form.

C. Profile of the "Typical" Disabled Reader.

The staff at the Northwest Educational Center has been able to analyize 1330 cases to determine some of the characteristics of the disabled reader who has come in contact with the Reading Clinic.

PROFILE OF A DISABLED READER

The typical disabled reader referred to the Clinic is a boy, one of four children in the family, and comes from a middle or lower-middle class home. Both of his parents have a limited education (about 11th grade) and often report experiencing difficulty in reading when they were in school. His father is probably a blue collar worker with a yearly income of about $9,739.00.

The typical disabled reader is 10 years old, in a fourth grade class of 30 students, and has probably failed at least once. He is reading about two years below his grade placement, but has average intelligence. He needs special help in reading. Contrary to what many believe, the typical disabled reader is not experiencing visual, auditory, speech, neurological or perceptual difficulties. The typical disabled reader displays the 'failure syndrome'.

D. Achievement of Disabled Readers Based on Pretesting and Post-Testing of a Random Sampling.

During the months of April and May, 1970, the Center Staff went to the schools and retested 101 cases which had been previsously tested during the 1968-69 school year. The 101 cases were selected by random sampling.

Data from the sampling shows that successful intervention of the 'failure syndrome' has occurred in eighty (80%) percent of the disabled readers. Based on this percentage, 1575 cases have responded with some success in reading.

Much of the successful intervention can be attributed to the renewed spirit of cooperation by the pupil and teacher in solving the reading difficulty. Perhaps the most significant, single factor of the entire Project is that the following procedures are eighty percent successful.

1. Identification of Disabled Reader by the School.
2. Referral to the Reading Clinic for Diagnosis.
3. Diagnosis establishes:
   a. Reading expectancy based on Mental age.
   b. Instructional reading level of the child.
4. Personal assistance to the instructor through conference at the school.

E. Mimeographed Hand-outs for School Personnel.

During the project years, emphasis has been given to mimeographed materials which are directly related to a classroom need. As the staff prepared such materials, it was made available to the instructor of the disabled reader.

Lists I-IV are attached. Lists I, II and III are prepared by grade level and list IV is suitable for K-12. The Educational Center has the stencils and the equipment to produce these materials.

LIST I: Suggested Mimeographed Handouts for Grades 1, 2, and 3.

1. A Basic Phonics Program
2. Building Reading Interest
3. Dolch Basic Sight Vocabulary List (220)
4. Dolch Picture Word Card List (95 nouns)
5. The Experience Approach
6. Phonic Generalizations
7. Reading in the Content Field
8. Suggestions for Developing Auditory Discrimination
9. Suggestions for Developing Visual Discrimination
10. Suggestions for Improving Directional Habits
11. Suggestions for Seatwork Activities
12. Sight Vocabulary
13. Teacher Checklist of Oral Reading Difficulties
14. Teacher Comprehension in the Primary Grades
15. Use of Workbooks

LIST II: Suggested mimeographed handouts for grades 4, 5, and 6.

1. Activities designed to stimulate and maintain interest in reading
2. An individualized approach to reading
3. Building sight vocabulary
4. Context clues for vocabulary meaning
5. Developing word analysis skills
6. Grouping
7. Reading in the content fields (4-6)
8. Reading inventory wheel
9. Sequence of phonic and structural analysis skills
10. SQ3R
11. Suggestions for teaching comprehension skills
12. Spelling mastery techniques
13. Sequential learning
14. Usefulness of phonic generalizations
15. Vocabulary

LIST III: Suggested mimeographed handouts for Junior High and High School.

1. Approaches for reading verbal mathematical problems
2. Basic principles of instruction suitable for teaching reading in the content fields
3. Developing word meaning through context
4. Developing lifetime readers
5. Directed reading activity
6. How well do you follow directions
7. Levels of discussion
8. Multi-texts
9. Points to observe in a directed reading lesson
10. Principles of learning to become a better student
11. Reading appreciation
12. Reading in science
13. Various rates in reading appropriate for individual purposes
14. Vocabulary (Figurative Speech Worksheet)
15. You can study better and faster with PQRST

LIST IV: Suggested mimeographed handouts to assist teachers in grades K-12

1. Barbe checklists (not mimeographed)
2. Basic techniques of counseling in a remedial situation
3. Glossary of terms
4. Guides for word analysis instruction
5. How can a teacher identify students who may have reading problems
6. Principles of remedial instruction
7. Professional references on the diagnosis and remediation of reading difficulties
8. Professional journals in reading
9. Remedial reading materials
10. Remediation in the area of comprehension
11. Suggested supplementary materials for developing word analysis skills
12. Summary of remedial reading techniques for classroom use
13. Teacher self-evaluation check list
14. Test of phonic and structional analysis skills
15. Who are the less able children

F. The Training of Thirty Skilled Diagnosticians.

Valparaiso University has provided graduate courses for participants in summer reading seminars.

Summer	Number of Participants
1967 Seminar	40
1968 Seminar	80
1969 Seminar	15
TOTAL	135

The 135 total participants were selected from local agencies in Northwest Indiana. There were 106 teachers who received training in reading. From this number, 30 have completed the course work and are qualified to be Reading Clinicians.

G. In-Service Programs to 9038 teachers.

Professional meetings during the school day and on Saturday, summer reading workshops, teacher conferences in the school building, and summer reading seminars provided in-service to over 9,000 participants. It is estimated that during the 1967, 1968, and 1969 calendar years, ninety (90) percent of the elementary teachers in grades 1-6 received some type of reading in-service.

Wayne E. Swihart, Project Director

August 31, 1970